

*Learning
English*

for
Class VIII

LEARNING ENGLISH

for
Class VIII



WEST BENGAL BOARD OF SECONDARY EDUCATION
77/2 PARK STREET
CALCUTTA 700 016

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FOREWORD

Learning English for Class VIII has been revised and redesigned by the English Syllabus Advisory Sub-Committee of the West Bengal Board of Secondary Education on the basis of the recommendations of the Education Commission (headed by Dr. Ashok Mitra) and the Govt. Order No. 458-Edn., (P) dated 30.5.1994. This is the third book of the series which the West Bengal Board of Secondary Education is happy to introduce.

Guidelines have been given for proper use of the book by learners and teachers. For judicious use of time for teaching and learning, the number of classes required for each lesson has been specified. This may be varied according to situation.

We are grateful to the experts who have put in ceaseless efforts and given us unstinted co-operation in bringing out the book. It is hoped that the book will be of much help to all concerned.

With the co-operation and enthusiastic support of the teachers, we have been able to introduce Learning English for Classes VI and VII quite successfully. We do hope and look forward to the same assistance once again.

We are, however, still open to any comments or suggestions from all concerned whose advice and guidance will help us for further improvement of this book. Feedback from students, teachers, parents and all concerned about English study at schools will be highly appreciated.

March 17, 1997
77/2, Park Street,
Calcutta 700 016

Chittaranjan Bandyopadhyay
President
West Bengal Board of
Secondary Education.

To the Teachers

(a) About the Book:

Learning English for Class VIII has been prepared by the West Bengal Board of Secondary Education on the basis of the recommendations of the Education Commission (Dr. Ashok Mitra Commission), appointed by the Govt. of West Bengal and the Govt. Order No. 458 Edn. (P) dated 30th May, '94.

The earlier book (Learning English—Step-III) has been revised and redesigned for the learners to pick up the communicative skills in English Language. A good amount of reading-matter has been included in the text-book to give the learners practice in reading. There are also quite a number of exercises (tasks) that will help the learners to develop their four skills of language learning, viz., listening, speaking, reading and writing.

The lessons are language function based. They would enable the learners to : (i) state facts, (ii) report (facts/experience), (iii) define, (iv) present problems and offer solutions, (v) advise, (vi) explain, (vii) warn, (viii) ask permission, (ix) describe a process, (x) classify and categorize, (xi) summarize and (xii) respond to an advertisement.

The text-book is basically learner-centred. Your role is mainly that of a facilitator. There is scope for the learners to work in pairs or groups or even individually as the class-room situation permits. The content is made interesting in order to motivate the learners. Though the target is mainly to learn the functions.

As recommended by the Education Commission, some amount of grammar has been included in the exercises to give the students practice in the required language structures. The rules of grammar are given to help the learners easily understand how language structures operate. These rules are not meant to be tested or examined. If felt necessary, mother-tongue may be used to explain the rules or to simplify instructions.

Every lesson is divided into **four** sections. Section-'A' is meant for comprehension; Section-'B' is to develop vocabulary; Section-'C' is to give the learners the concept of grammar and grammar practice; and Section-'D' is to develop the skills of writing. The teacher may devise similar exercises for intensive practice, if necessary.

At the beginning of the book, there is a Revision lesson recapitulating the work done in Class VII. At the end of the book, there are a few poems for pleasure-reading.

(b) How to use the Book:

Before starting the lesson, you should spend two or three minutes everyday for the day's lesson. This will boost up the students' urge to learn further. You ought to help the learners to read the text confidently and efficiently. Reading aloud may sometimes be necessary, but eventually, the learners should better be initiated into silent reading.

So far as Section-D (Writing) is concerned, the learners ought to be allowed to work on their own or in pairs or in groups as the class-room situation permits. You should move around helping the learners. You ought to insist on some writing at the end of each lesson, either on the same day or the next, or for homework. This is an important component in the process of language learning and communicating. In order to ensure fewer mistakes, the tasks may be discussed and dealt with in groups or pairs before the learners are allowed to write independently. Self-correction or peer-correction may be done in the class only through the teachers' help. For extra writing practice, you must use 'A Work Book on Guided Composition in English, for Class VI, VII and VIII', published by the West Bengal Board of Secondary Education.

Section-C concerns mainly grammar practice. The rules given in this section are for you to explain, if necessary, also in the mother-tongue. These rules should **not** be tested or examined. The students should never be encouraged to learn these by rote.

There are annexures at the end of the book. There is a list of words given in alphabetical order for ready reference. The learners may be asked to refer to the list, if necessary, and may be encouraged to use standard dictionaries for the meanings.

There are also a few simple poems meant for reading or reciting for pleasure. You are once again the ready guide for this section.

For practice and gradual development of the language skills, each lesson may be divided into smaller teaching units (as suggested at the beginning of each lesson). You are, however, free to make the unit divisions according to the level of proficiency of the learners.

CONTENTS

Revision Lesson (2 periods)	Page No.	
1. The Ungrateful Camel (7 periods)	Retelling a story / Stating facts either...or/neither...nor	1
2. The King of the Grasses (7 periods)	Stating facts a phrase... / a clause main clause / subordinate clause	6
3. The Voice of Love (9 periods)	Reporting facts Relative Clause	10
4. Going to a Jatra (10 periods)	Reporting an experience Stating facts, Transitive & Intransitive verbs Noun clause / Phrasal verbs	16
5. Live and Let Live (7 periods)	Exemplifying / Defining If-because-although (adv. clauses) Reflexive / Emphatic Pronouns	21
6. My School (7 periods)	Narrating incidents in one's own life / Adv. clause (Revision)	26
7. To Be a Good Reader (8 periods)	Advising / Presenting a Problem Solving it If-clause	30
8. Pandora's Box (8 periods)	Retelling a Story / Narrating how something happened, Adj. clause If-clause (Revision)	35
9. Vitamins (8 periods)	Presenting Problems / Solving Explaining Why...?/Because	39
10. For a Drop of Water (8 periods)	Presenting a Problem / Arguing and Looking for a solution Present Perfect / Present Perfect Continuous Exclamatory 'What !'	44
11. The Day Shova Came Home Alone (8 periods)	Advising / Warning / Obligation / Permission Modal Verbs	48

	Page No.
12. The Scientist and his Discovery (9 periods)	52
	Reporting facts
	The use of Infinitives, Punctuation
13. What Did they Say ? (9 periods)	56
	Reporting facts, Forming words with Prefixes
	Reported speech
14. The Brahmin and The Tiger (10 periods)	61
	Retelling a Story / Summarizing
	Forming words with Suffixes
	Direct and Indirect Speech
15. Soma at the Zoo (9 periods)	67
	Classifying / Categorizing
	Exemplifying / Defining
	Passive Voice / Which-clause
16. A Visit to a Tea-garden (11 periods)	73
	Describing how things work
	Describing a Process
	Passive Voice
17. Bagha Jatin (11 periods)	80
	Reporting/Bearing witness / narrating
	S + V + O + V-ing / Plural Verbs
18. A Letter of Application (11 periods)	85
	Responding to an Advertisement
	Word endings / use of Prepositions
19. The Beautiful Coral (9 periods)	92
	Classifying / Describing a Process
	Passive Voice / Clause (Revision)
20. The Pond World (10 periods) (Total : 179 periods)	97
	Reporting facts
	Past Perfect Continuous / Relative Clause (Revision)
Poems :	
21. A Funny Man	102
	by Natalie Joan
22. A Night in June	104
	by William Wordsworth
23. Running Through the Rain	106
	by John Lea
24. A Fable	108
	by Ralph Waldo Emerson
(Total : 8 periods)	

Revision Lesson

1. It is summer now. Your school is going to be closed soon for the summer vacation. You will have a month's holiday. What are you going to do during the holidays ? Write 10 (ten) sentences using shall/will + verb, be + V + -ing or going to + Verb. Show your writing to your teacher.
2. You need a history book for reference. Your friend has it. You want to borrow it from him/her for a week. Request her/him in as many ways as you can. Show it to your teacher.
3. You have learnt the use of 'describing-words'. These words are also called Adjectives. They add meaning to a Noun or a Pronoun.

Now, using some of the describing words you know, write ten sentences about your school. Show it to your teacher.

4. (a) Read the following story quickly :

One day a fox fell into a well. He could not come out. After sometime a thirsty goat came that way. He saw the well and looked inside. The fox saw the goat. He said to the goat, "The water of the well is sweet. Come, taste it." The goat believed the words of the fox. He jumped into the well. The fox jumped out of the well. The foolish goat could not come out and died there.

- (b) Now, fill in the following chart with information from the text:

Who ?	What ?	Where ?
	fell into	
goat		well
fox		well
	died	

- (c) Two of the following statements are true and three other statements are false. Write 'T' for true and 'F' for false in the boxes given:

- (i) The water of the well was sweet.
- (ii) The goat was not as clever as the fox.
- (iii) The fox and the goat helped one another to come out of the well.
- (iv) The fox wanted to drink water.
- (v) The fox did not tell the goat the truth.

- (d) Complete the following:

- (i) The fox invited the goat to _____.
- (ii) The fox was unable to _____ on his own.
- (iii) The goat went to the well as he was _____.

Lesson 1

The Ungrateful Camel

Have you ever seen a desert? It looks like a sea of sand. The camel, which takes a traveller across the desert, is rightly named as 'ship of the desert'. It trudges along through the waves of sand called the 'sand-dunes'.

Mustafa, a camel driver, was a good man who had a bad camel. It was stubborn and always bore a grudge against his master. "Why should he ride on me sitting comfortably on my back when I have to wade through the hot sand under the scorching heat of the sun?" the camel grumbled. Really, it is very hard to live in a desert as it is either very hot or very cold.

Suddenly these two travellers were caught in a sandstorm. When the storm stopped, Mustafa found that they had lost the track. Neither an oasis nor a caravan was in sight. The sun had set and it was getting dark. So he decided to stay for the night at that place. He put up his tent and slept comfortably inside it. The camel stayed outside munching a thorny bush that grew nearby.

It was a moonlit night and the desert looked extremely beautiful. But the camel had no eye for such scenic beauty. He was shivering in the cold. The sand beneath had turned icy cold.

He woke Mustafa up from his sleep and said, "It is very cold outside. May I put my nose inside the tent?"

Mustafa was a kind man. He said, "Yes, you may," and he fell asleep. A few minutes later the camel nudged him with his nose and said, "My long neck is nearly frozen. May I put it inside the tent?"

Mustafa let him put his neck inside and fell asleep only to be roused again. This time the camel said, "It is biting cold outside. Please allow me to keep my forelegs and hump inside."

Mustafa felt sorry. He moved to the farthest corner of the tent in order to make room for the camel's long legs. He had hardly had a wink of sleep when the camel drew his hind legs and the tail inside and made himself quite comfortable. Now Mustafa became angry. He said, "What are you doing? It is a small tent. If you occupy all the place, where shall I go?"

The camel insolently replied, "Either you or I should sleep in the tent. There is no space for both. I have spent the first half of the night outside the tent. Now you spend the latter half outside. I'm going to sleep here. Don't bother me."

Poor Mustafa had to spend the rest of the night under the starry sky, freezing in the cold.

A. Comprehension:

1. In the story, the camel gradually managed to sleep inside the tent. How did he do that? Make a list of his sly attempts:

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

2. Answer the following questions:

- (a) What is the other name for a camel?
- (b) Which word suggests that a desert is a 'sea of sand'?
- (c) What is the difference between a desert and an ocean?
- (d) Why was the camel ungrateful?

Is **ungratefulness** a virtue or a vice?

3. Say whether the following statements are **True** or **False**. Write T or F in the brackets given :

- (a) In the desert there is plenty of grassland. ()
- (b) Mustafa was a cruel man. ()
- (c) Caught in a sandstorm, neither Mustafa nor his camel could see anything. ()
- (d) The weather is always pleasant in the desert. ()
- (e) It is either scorching hot or biting cold in the desert. ()
- (f) The tent was spacious enough for both of them. ()
- (g) The camel was very loyal and obedient to his master. ()

B. Vocabulary:

1. Find words in the lesson that mean the following:

- (a) a place in the desert where water is found and trees grow.
- (b) a number of travellers with camels crossing the desert together.
- (c) heat that is dry and strong.
- (d) a storm in a desert.

- (e) a lump on the back of a camel.
 - (f) eating with a strong movement of the jaw making a noise.
2. Match the words in column-A with their meanings in column-B. Write the numbers in column-A in the brackets in column B:

A	B
(i) trudge	(a) to give a gentle push ()
(ii) stubborn	(b) a cause for dislike of another person ()
(iii) grudge	(c) to walk with tired, heavy steps ()
(iv) nudge	(d) show dissatisfaction ()
(v) grumble	(e) unwilling to obey, having a strong will ()

C. Grammar in Use:

- You already know that the suffix '-ing' can also be used to form an adjective. Make a list of such adjectives from the lesson. For example : **Scorching**.
- You know that '-ly' is used to form adverbs from adjectives. There are a few such examples in the lesson. Find such Adverbs and write them with their Adjective forms in the chart below. One is done for you:

adjective	adverb
extreme	extremely
_____	_____
_____	_____
_____	_____
_____	_____

- Study the following sentences:

- (i) It is either very hot or very cold in the desert.
- (ii) Neither an oasis nor a caravan was in sight.

Note: either / neither can come:

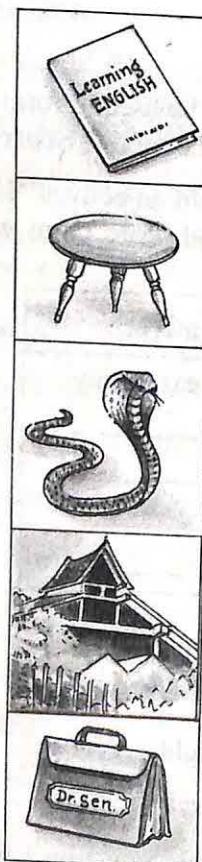
- (i) at the beginning of a sentence, e.g. **Neither** you **nor** I have seen the wind.
- (ii) between the helping verb and the main verb, e.g. He may **either** go to the cinema **or** to the theatre.
- (iii) before the main verb, e.g. Reba **neither** dances **nor** sings.

(a) Write the answers to these questions using 'either.....or'.

Look at the clues given:

- (i) When is your friend leaving? (Sunday / Monday)
- (ii) What's your mother doing? (cooking / gardening)
- (iii) Where's your father? (office / club)
- (iv) Where did you keep my book? (bag / cupboard)
- (v) Who is going to play next? (Meera / Roma)

(b) Look at the pictures and write the answers to the questions given. Use 'neither nor'.



Is this a history or a life-science book?

Is the table square or rectangular?

Is this an animal or an insect?

Is this a hut or a palace?

Is this bag Dr. Roy's or Dr. Ghosh's?

(c) Use 'either.....or' / 'neither.....nor' in the blanks correctly:

West Bengal has a tropical climate. It is _____ too hot _____ too cold. But during the rainy season it often rains quite heavily. Then children can _____ go out _____

play in the field. They —— play indoor games —— read story books at home. Those who have to go out for work have — to wear raincoats — to use umbrellas. So —— children —— adults like the rains very much.

D. Writing :

1. Imagine yourself to be Mustafa. Write a letter to your friend describing your experience.

Use words from the lesson.

2. Write six sentences on why one should not be **ungrateful**. The following questions might help you:

- (a) Who is an ungrateful person ?
- (b) Why don't we like such persons ?
- (c) Why shouldn't we be ungrateful ?

Lesson 2

The King of the Grasses

Who does not like to look at a green stretch of grassy field? It is soothing to the eyes and refreshing for the mind. A poet aptly described it as "God's handkerchief".

Grasses are the biggest and most successful family of plants. They were the last group of flowering plants to grow gradually on this earth and survived when other plants had died out. Most of these plants do not have woody stems like other large trees and they die down to the ground after flowering. Many are annual. They live for a season, produce a large quantity of seeds and die. Cultivated grasses are called cereals. Wheat, maize, rice, sugarcane and bamboo are all members of the grass family.

The tallest member of the grass family is the bamboo tree which is most abundantly found in Asia. Unlike the other members, the bamboo has woody stems and may grow up to 40 metres (130 ft.) in height. It is also the fastest growing of all existing plants.

People who live in bamboo growing areas use it in almost unlimited ways. Most people are fond of bamboo sprouts and cattle graze on it. In West Bengal and Assam low cost huts and surrounding fences are made with the bamboo. Bamboo stems provide an ideal building material and the leaves can be used for thatching. Inside the huts, bamboo-made furniture can be found. People often catch fish with the help of bamboo fishing-rods and put their catch in a bamboo basket. When the catch is brought to the kitchen, scraps of bamboo are used as fuel to cook the fish. Containers made of bamboo are used as vessels. In China, people eat rice with the help of chopsticks that are made of bamboo.

You must have read about 'Raghu, the bandit' by Bibhuti Bhushan Bandyopadhyay. It is amazing how Raghu ran several miles on a stilt made of bamboo. Some zamindars, in those days, planted bamboo clumps on the borders of their own lands. Now, bamboo trees spread their runners underground, after completing their upward growth. At the advent of spring this sideways sprawl stops and new sprouts push upwards. Later, the zamindar's body-guards used to walk long distances, using stilts. They were armed with bamboo sticks or javelins with bamboo handles and they claimed all the land as the territory of the zamindars as far as the bamboo clumps had spread.

Bamboo pulp is used for paper making as well. As a result of rapid industrialization, large areas of bamboo forests are wiped out everyday for supporting the paper mills with raw materials. The tribal people, who used to

earn their livelihood by basket-weaving, suddenly find themselves in a fix as there is dearth of raw material.

Bamboo is a wonderful plant. It provides housing, food, paper, weaponry and so many other things that people must take care of its growth and maintenance. It is the national duty of the people to extend active support to protect the green covering of our country.

A. Comprehension :

1. Find out which statement is true and which one is false. Write T/F in the brackets given:
 - (a) The growth rate of all bamboo trees is equal. ()
 - (b) Some people are fond of eating bamboo sprouts. ()
 - (c) There are about 100 varieties of bamboo trees. ()
 - (d) Some zamindars in the early days took away poor people's land in an unlawful way. ()
 - (e) Bamboo trees provide people with many amenities. ()
2. Make a list of the things people get out of bamboo trees.
3. Mention at least three things made from bamboo that you see around you.

B. Vocabulary :

1. Match the words in column-A with their meanings in column-B. Write the letters given in brackets in A, in the brackets in B.

A	B
(a) varieties	() a group of trees growing together
(b) refreshing	() plentiful
(c) species	() producing a feeling of comfort
(d) stilts	() new growths on a plant
(e) clump	() shortage
(f) dearth	() a group of plants or animals that are of the same kind
(g) abundant	() different kinds of the same thing
(h) sprouts	() long poles with foot rests for the user to walk raised above the ground

2. Match the words in column-A with their pairs in column-B to form a new word :

A	B
key	hive
bee	bag
hand	hole
wall	dream
day	clock

C. Grammar in Use :

1. You have already noted that all ‘-ing’ words do not always signify continuous tense. Sometimes it is used as a suffix to form an adjective. e.g. soothing; refreshing. Find out more such adjectives used in the lesson. You may add a few more to the list from other lessons. Work with your partner and show the list to your teacher.
2. Both ‘a phrase’ and ‘a clause’ are groups of words. But a clause must have a finite verb. Thus in the sentence : ‘The teacher asked for a piece of chalk’—the underlined portion is a phrase. The sentence here consists of one clause, having a finite verb ‘asked.’ As there is only one clause, it is a simple sentence. But the sentence—‘The teacher told his student / that he should bring a piece of chalk’, consists of two clauses as there are two finite verbs: ‘told’ and ‘should bring’. No. (i) is the main or principal clause as it can express its meaning independently. No. (ii) is a subordinate or dependent clause. It has to depend on the main or principal clause in order to bring out its full meaning. So, it is a complex sentence. Here the subordinate clause is a Noun Clause because it acts as an object to the finite verb of the principal clause and serves the function of a noun. It answers the question, ‘told what ?’ in the first clause. Read the lesson and make a list of at least four complex sentences. Point out the main clause and the dependent clause(s). One is done for you:

Main clause	Dependent clause
1. The tallest member of this family is the bamboo tree	which is most abundantly found in Asia.
2.	
3.	
4.	

D. Writing:

1. What harm is done to nature if trees are cut down thoughtlessly and the greenery is destroyed? Discuss with your partner, write a paragraph and show your writing to your teacher. Use the following words:
Scarcity, flood, landslides, drought, environment, pollution.
2. Write a paragraph describing any other plant belonging to the grass family. Discuss the following points in a group. Your teacher will help you.
(i) name of the plant, (ii) size, (iii) season, (iv) where found, (v) utility to mankind/animals etc.

Show your writing to your teacher.

Lesson 3

The Voice of Love

I. Answer these questions first:

- Who is a social worker?
- Name a few social workers who have worked or are still working for the welfare of our society.

II. (a) Read the following text silently and try to answer the question given below:

Agnes Gonxhas Bojaxhin was born on 27 August, 1910 in the village Skopji in formerly undivided Yugoslavia. Her father, who was a kind and charitable man, was a building contractor and her mother, who was a pious lady, came from Venice in Italy. From her childhood Agnes took great interest in church work. She loved books and spent long hours in reading.

Her early education was at the Sacred Heart Church. At the age of twelve she first expressed her desire to be a nun. She learnt that the early missionaries had offered service to India. She also came to know about the Loreto nuns who had been working in Bengal.

She set sail for India in November, 1928 and after seven weeks, reached Calcutta. After she had spent a few days in Calcutta, she was sent to Darjeeling where she began her life as a trainee nun at the Loreto Novitiate (a home for trainee nuns). She began her training under Sister Murphy. Agnes learnt Bengali and Hindi at the same time.

After two years of prayer, discipline and hard work, she became a Sister of Loreto, and in 1931 came to be known as Sister Teresa.

Having completed her training, Sister Teresa joined Loreto Convent at Entally in Calcutta, taught Geography there and after a few years became its Principal.

Though life at the Loreto Convent was sheltered and comfortable, her heart cried for the distressed dwellers of a slum opposite to the Convent. She wanted to help and share everything she had with those who lived in hunger and poverty, dirt and disease. She bought food and medicine with the little money she saved from the expenses and went out to attend the poor and dying people in the slums. With all her love and extraordinary energy and dedication, she won the hearts of the poor slum dwellers.

On 10 September, 1946 while going to Darjeeling, she decided to leave the Convent in order to serve the poor. It was not an easy task. She had to wait for a long time before she got permission from the Pope, who blessed her on her mission.

Clad in a white saree with a blue border, a small cross and the Bible in hand, she left the Convent with great confidence and strength of mind. At first she left for Patna and spent three months there going through serious and strenuous medical training to be a nurse. On her return, she started her mission of serving the poor and the distressed in Calcutta.

With only a few rupees in her hand, she went into the most wretched slums of the city to begin her charitable mission. She started her work in the slum area around Loreto Convent, Entally. She took five or six children and began to teach them under a tree near a stagnant pool. Some people noticed this and donated tables and chairs, and a black-board. Soon more children belonging to different religions joined her class.

She asked for help and collected some money. With that she rented two rooms—at five rupees per month. She took the children for a bath in the tank and taught them to be clean and tidy. She gave them lessons on hygiene and reading and taught them not to use bad language and to always help others. People liked what was happening and help came from various quarters. Soon the school began to grow and was given the name ‘Nirmal Hriday’

Today, her work for the sick, the poor, the orphans and the destitutes is known all over the world. A visit to Calcutta would remain incomplete without a visit to her, who is a symbol of Love and Peace. She was awarded the Nobel Prize for Peace and International Understanding in the year 1979.

(b) Guess who the Lady is ? If you cannot, ask your teacher for the name she is now known by.

A. Comprehension :

1. Pick out information from the text about Agnes Gonxhas Bojaxhin and complete the following chart. Your teacher may help you for what you do not find in the text.

Her present name	
Place of birth	
Her interests as a child	
Came to India in	
Name of the Convent she joined	
Started her charitable mission in	
Received Nobel Prize in the year	

2. Tick (✓) the correct answer from the alternatives below:

- (a) Agnes' parents were
(i) uncharitable.
(ii) kind and religious.
(iii) miserly.
- (b) At an early age she came to know about the Loreto nuns working
(i) abroad.
(ii) in Bengal.
(iii) in Ireland.
- (c) Sister Teresa was touched by the distress of the
(i) early missionaries.
(ii) trainee nuns.
(iii) dwellers of a slum in Calcutta.
- (d) At the Entally Convent Sister Teresa taught
(i) Religion.
(ii) Medical Science.
(iii) Geography.
- (e) She left the Convent to
(i) join the Medical College in Patna.
(ii) help the poor slum dwellers.
(iii) teach in a school.
- (f) She started her first school
(i) under a tree near the Entally slum.
(ii) in two rooms at Entally.
(iii) in the Entally slum.

3. Some of the facts of Sister Teresa's life are jumbled up below. Put them in correct order. Write the correct serial number against each sentence in the brackets given:

- (i) In 1946 she decided to leave the Convent to devote herself to whole time social service. ()
- (ii) Agnes came first to Calcutta when she reached India. ()

- (iii) In 1931 she became a Sister. ()
- (iv) She was awarded Nobel Prize for her work. ()
- (v) Agnes was born on August 27, 1910. ()
- (vi) She studied as a child at Sacred Heart Church. ()
- (vii) She had a medical training in Patna. ()
- (viii) Sister Murphy took care of her training in Loreto Convent. ()

B. Vocabulary :

Fill in the blanks in each of the following sentences with words from the text.
Meanings of the words are given within brackets against each sentence.

- (i) Tapan's father took up a building project with a _____ friend.
(A person who provides building materials and labour on contract.)
- (ii) The project was conducted by a church for the _____.
(People sent to foreign countries to preach and spread a particular religion.)
- (iii) Beside the plot chosen for the church there was a _____ for the _____.
(The house of a religious group where novices are trained.)/
(Persons who are being trained.)
- (iv) Tapan saw nuns in white looking after the _____.
(Children who have lost their parents.)
- (v) He admired that mission for the _____ work they did.
(Showing kind feeling towards others.)

C. Grammar in Use:

I. Study the following sentences taken from the text:

- (a) Her mother, who was a religious lady, came from Venice.

- (b) She began her life as a trainee nun at the Loreto Novitiate which is a house for
trainee nuns.

- (c) She learnt about the service that the early missionaries had offered to India.


The words '**who**', '**which**' and '**that**' are pronouns. They **refer** or **relate** to some noun going before each of these words. Thus they form clauses linked to the main clause (as in the above sentences) and are called Relative Clauses.

- Underline the Relative Clauses in the following sentences:
 - All books that belong to the school library must be returned on time.
 - Reba saw the man who had stolen the watch.
 - Here are the books which were lying in the cupboard.
 - The answer which the culprit gave was not correct.
 - The boy who is the first boy in the class speaks and writes good English.
- Join each of the following pairs of sentences using 'who', 'which', 'that' as applicable. One is done for you:

Example:

- (a) (i) The boy has won the first prize.
(ii) The boy lives next door.

The boy who lives next door has won the first prize.

- (b) (i) The roses are not for sale.
(ii) These roses grow in our garden.
- (c) (i) I would like to have the dictionary.
(ii) The dictionary has a green cover.
- (d) (i) I shall take my brother to the exhibition.
(ii) The exhibition is held at the Pavilion Ground.
- (e) (i) It is a farewell party for Mr. Janardan.
(ii) Mr. Janardan will retire from service on the 8th of May.
- (f) (i) We are strangers here.
(ii) We seek your protection.

3. Note that relatives (who/which/that etc.) may sometimes be omitted. Find such sentences in the Lesson.

- II. Now, study the underlined word in the following sentence :

On her return from Patna she started her mission of serving the distressed in Calcutta.

The word 'distressed' is an adjective but in the above sentence it is used as a noun.

Such Adjectives are used as Plural Nouns to denote a class of persons. e.g. **The rich = the rich people.**

3. (a) Find examples of such Nouns in the text.
(b) Now use the following Adjectives as Nouns in sentences of your own. Your teacher will help you.
(a) poor (b) wicked (c) hungry (d) righteous.

D. Writing:

1. Thirteen year old Trevor Farrell decided to spend his spare time in the service of the poor. He came to know about Mother Teresa and visited her in India a number of times.

Write two paragraphs on 'Trevor Farrell' following the points given below:

Name :	Trevor Farrell—a student in Philadelphia
His mission :	to serve the destitute during spare time
Mode of service :	provided food, clothing and blankets
Effect :	people moved by his work—joined him
Result :	(a) collected funds (b) bought a house with thirtythree rooms (c) founded a charitable organization
Visited :	Mother Teresa (worked for her)
Mother's advice to him :	'One cannot save everyone, but can save one person at a time.'

2. At the age of thirteen Trevor Farrell came to India to serve the poor and the distressed. Now, write a letter to one of your friends telling him how you yourself propose to serve the poor and the distressed in your locality.

Lesson 4

Going to a Jatra

There was a jatra show in the fair-ground that evening. It was a full moon night. The light of the moon was almost as bright as sun-light and the shadows stood out pitch-black.

Pishi (my aunt) could not go to the show as she would not leave Buro-baba (old grandfather) alone in the house. So, the children went with Keshto Ghosh.

In the fair-ground, they sat beside Keshto's wife under the clear sky. A piece of tarpaulin had been hung up over the centre of the fair-ground. Under it a small round enclosure was made with bamboo sticks and coconut-rope. The musicians sat with their backs to the rope. The space in the middle was reserved for the actors. So it was left bare. Two large day-light lanterns, hung overhead. These lanterns were borrowed from the court-house in the town.

The play was all about how the wicked king Ravana stole Sita the beautiful wife of Rama. Rama was the exiled prince of Ayodhya. It showed how the great bird, Jatayu fought with Ravana and thus gave its life for Rama's sake. It showed how Rama and his brother Lakshmana beat their breasts and shed real tears. This brought tears in the eyes of the spectators. It also showed how Rama and Lakshmana went in search of Sita and how the good monkeys of Kiskindhya helped them and later how the brave and heroic Hanuman jumped over the mountains and across the sea and how he set the city of Lanka on fire and burnt it down with his tail set ablaze. It showed how Rama led his army into Lanka and killed Ravana and rescued the beautiful Sita. But Keshto Ghosh's wife suddenly said that Sita was not a real woman. She was her grandson dressed up as Sita in beautiful clothes. "That wretched boy!" she said. And Hanuman was Raghu, the postman. His tail was made of rope and his body was covered with cotton wool fur. The children could not believe her.

In spite of all this, they did not know how the whole night passed off so quickly and the eastern sky had turned pink. With all the laughing and crying all night, they were so tired and sleepy that they almost stumbled on their way back home. Pishi had left the door slightly open and a small lamp was still burning. The children fell into bed and slept till mid-day. No one went to school that day.

A. Comprehension:

1. Put a cross (X) mark beside the incorrect statement(s):

- 'Jatra' is a play (a) based only on mythological themes. ()
 (b) in which the actors speak in a very loud voice. ()

- (c) in which women sometimes play the roles of men. ()
 (d) which is performed to an educated audience. ()
 (e) which is played in the open. ()
2. Make a list of all that was shown in the Jatra.
3. Answer the following questions:
- (a) Why did the spectators shed tears?
 - (b) Why couldn't the children recognize the actors?
 - (c) Did the children enjoy the Jatra? How do you know?
 - (d) How long did the Jatra last?
 - (e) Why couldn't the children go to school the next day?
4. Read the passage and complete the chart:

What ?	Why ?
(a) Pishi could not go to the Jatra	because
(b) The children went with Keshto	because
(c) Keshto's wife could recognize Sita	because
(d) The children almost stumbled on their way back home	because

B. Vocabulary:

1. Meanings of words in A are given in a jumbled order in B. Put them in order writing a, b, c etc. in the brackets in B:

A	B
(a) fair	(i) a place surrounded with a fence ()
(b) tarpaulin	(ii) a temporary market for selling farm products on special occasions ()
(c) enclosure	(iii) empty ()
(d) bare	(iv) heavy cloth covered with wax ()
(e) exiled	(v) saved ()
(f) heroic	(vi) forced to leave one's own country ()
(g) rescued	(vii) brave ()

2. Put a tick (✓) against the right word:

(a) The word 'spectators' refer to people who _____.

- (i) listen (ii) speak (iii) watch

(b) The word 'wretched' means _____.

- (i) worthless (ii) happy (iii) hardworking

(c) The word 'stumbled' means _____.

- (i) walked fast (ii) walked slowly (iii) almost fell while walking.

C. Grammar in Use:

1. (a) Study the underlined verbs in the following sentences:

- (i) Ram led the army.
(ii) That brought tears in our eyes.
(iii) The children were sleeping.
(iv) The space was reserved.

Note : Some verbs have objects and some do not.

Look at sentence no. (i). It answers the question: Ram led what?

'Ram led the army.' 'The army' is the Object of the verb 'led'. The action denoted by the verb led passes over from the doer (Ram) to its Object 'the army'. Similarly in sentence no. (ii) the action denoted by the verb 'brought' passes over from the doer to its object 'tears'. Such verbs are called Transitive Verbs in Grammar.

In sentences (iii) and (iv) the verbs 'were sleeping' and 'was reserved' do not require objects to complete the sense by themselves. The actions denoted by these verbs stops with the doer or subject and they do not pass over to an Object. Such verbs are called Intransitive Verbs in Grammar.

(b) Now, pick out the verbs in the following sentences. Write them in their appropriate columns in the chart given. If the verb is Transitive, write the word which is its Object. Two are done for you.

- (i) He told a lie.
(ii) The children are swimming in the pool.
(iii) Owls can't see during the day.
(iv) The wind is cold to-day.

- (v) Mrs. Roy is digging her garden.
- (vi) Ships sail on the sea.
- (vii) The poor woman turned mad.
- (viii) The report proved false.

Transitive	Intransitive	Object
(i) told	×	a lie
(ii)	are swimming	×
(iii)		
(iv)		
(v)		
(vi)		
(vii)		
(viii)		

2. Read the following sentences and note the underlined portions:

- (a) The play was about how Ravana stole Sita.
(Complement of a verb of incomplete predication.)
- (b) It showed how the great bird Jatayu fought with Ravana.
(Object to a verb)

The underlined portions of the above sentences are called Noun Clauses because they are the complements or the object of the verbs. You will learn more about Noun Clauses later on. Find other sentences with Noun Clauses from the lesson.

3. A Phrasal Verb is a verb followed by a Preposition(s) and used as a single unit extending the meaning.

Here are a few Phrasal Verbs from the lesson: Stood out, hung up, dressed up, passed off.

Read the following sentences and replace the underlined words with an appropriate Phrasal Verb from the ones mentioned above:

- (i) A piece of tarpaulin was stretched overhead as a roof to the centre of the ground.
- (ii) In the moonlight the shadows could be seen clearly on the wall.

- (iii) The night was over when the Jatra came to its last act.
- (iv) Sita was played by a boy disguised as a woman.

D. **Writing :**

1. Imagine you are one of the children who went to see the Jatra. Write a letter to one of your friends describing what happened and what you saw.
2. Have you seen any other 'Jatra'? Write a short paragraph describing the place where it was performed, the name of the play, the actors and a little about the spectators.

You may use the following words:

enclosure, lanterns, rescued, stumbled, bare, heroic, tarpaulin.

Lesson 5

Live and Let Live

Unit 1

1. Answer the questions first :
 - (i) What kind of men/women are known to be selfish? What is the difference between a **thoughtless act**, and a **selfish act**?
 - (ii) Was Iswar Chandra Vidyasagar a selfish man? What kind of a man was he?
 2. (a) Read the following paragraphs:

A girl, returning home from school, stepped on a banana skin which someone had thrown on the pavement. She slipped and fell. She was taken to hospital with a badly broken leg. Though her life was not in danger, it was feared that she would not get back the full use of her leg. In fact, she had to limp all her life.

- (b) The life of the girl was ruined because someone was careless. I am sure that neither you nor I would care to think that either of us was that someone. Yet how often do we ourselves do similar thoughtless things! We throw banana skins about in the street, or send a stone high up into the air for fun. We take dirty sweepings from our house and leave them about in the lane, and are too lazy to carry them to the dustbin although it is so near. We spit everywhere. Smokers often throw burning match-sticks and cigarette ends everywhere. People do all these things themselves and never think about the result.

A. Comprehension:

1. Read the two paragraphs silently and choose an appropriate heading for each paragraph from the list given below:

 - (i) A thoughtless act.
 - (ii) Examples of selfish acts.
 - (iii) Other thoughtless acts.
 - (iv) Report of an accident.

2. Give reasons for not choosing the other headings.



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3. Fill in the following Cause and Effect chart with information from the text and with your own inferences:

Cause	Effect
1.	breaks window-panes, injures people.
2. throwing dirty sweepings everywhere	
3.	spreads germs.

4. How will you define a thoughtless man?

Begin like this:

"A thoughtless person is one who

(You may add something more than what is there in the paragraphs.)

Unit II

Read the following passage and say whether it is an example of a thoughtless act or a selfish act:

Think of a scene before the booking-counter of a railway station. A crowd gathers before the window, and everybody tries to get his ticket before others. The men shout and push each other roughly and sometimes fight. This is a very silly thing to do. If the men behaved in a decent manner and queued up, everybody would get his ticket more quickly and there would be no inconvenience for anybody at all.

Most people know what is right and what is wrong. Unfortunately, however, when the time for action comes, they themselves often fail to act rightly. The trouble with them is that they are selfish and think only of themselves, not of others. You may have seen young and able-bodied men comfortably seated in a bus or a tram while old and weak persons remain standing by their side. They never even think of offering their seats to the old and weak men. I am sure you regard such behaviour as mean.

A. Comprehension:

1. Say which of the following statements are **true** and which ones are **false**. Write 'T' for true and 'F' for false in the brackets given:
- (a) People often fail to behave decently before a railway booking counter. ()
 - (b) We very often act properly for we know what is right and what is wrong. ()

- (c) If we are seated in a bus, old and weak persons standing in front of us should be offered our seats. ()
- (d) Selfish behaviour is not always bad. ()
- (e) Standing in a queue and moving on to the booking counter one by one helps in getting the ticket quickly. ()
2. Answer the following questions:
- (a) Why do people push each other in front of a railway booking counter?
- (b) Why shouldn't they do so?
- (c) What should they do instead?
- (d) What should we do when we see an old and weak person in a bus?

3. (a) Here is the story of a boy. Are his actions thoughtless or selfish?

Read and say:

A certain boy would always have the most and best of things for himself. If the father bought sweets or the mother made cakes, he would have the first pick. He never cared to think of his brothers and sisters. When he prepared his lessons he shouted at the top of his voice. His brothers and sisters who shared his study were disturbed, but he did not care. He did not know how to live with others. As a result theirs was a very unhappy family.

- (b) Pick out the main sentence in the paragraph.

B. Vocabulary:

1. Match the words in column-A with their meanings in column-B. Write the numbers in 'A' in the brackets in 'B':

A	B
(1) silly	() a room used for studying and work
(2) inconvenience	() violently
(3) regard	() foolish
(4) decent	() discomfort
(5) roughly	() consider
(6) study (N)	() modest, proper

2. Fill in the blanks with suitable words from the lesson and the passage in Q. 3(a).

- (a) There was a _____ waiting for the bus at the bus-stand.

- (b) Which book do you want ? You may take your _____.
- (c) We don't have enough books. Some of you will have to _____.
- (d) The loud noise _____ the people living in the area.

C. Grammar in Use:

Study the following sentences taken from the lesson in Unit I.

Example: (i) The life of the girl was ruined because someone was careless.

Example: (ii) They are too lazy to carry them (sweepings) to the dustbin although it is too near.

Now, look what happens when the sentences are split:

- (a) The life of the girl was ruined. Someone was careless.
- (b) The dustbin is so near. They are too lazy to carry them (sweepings) to the dustbin.

In example (i) the sentences are joined by **because**.

In example (ii) the sentences are joined by **although**.

1. Now, try to join the following sentences with **if / though / although / because**.

- (a) He is educated. He is immodest.
- (b) Read attentively. You will score good marks.
- (c) Ramu came late to school. He was punished.
- (d) He went out. It was raining heavily.
- (e) Raja could not wash his hands. The taps were dry.

2. Study the following sentences from the lesson:

- (a) People do all those things **themselves**.
- (b) They are selfish and think only of **themselves**, not of others.
- (c) Do we **ourselves** not do similar thoughtless things ?
- (d) They **themselves** fail to act rightly.

Note: When -self is added to 'my', 'your', 'him', 'her', 'it', and -selves to 'our', 'your', 'them', we get what is known as **Reflexive Pronouns**.

Look at sentences (a) and (b). Here the word ‘**themselves**’ is a Reflexive Pronoun. It is a Reflexive Pronoun because the action done by the subject **reflects** back (turns back) upon the subject. e.g. He **himself** slapped in despair.

Now, look at sentences (c) and (d). Here the words ‘**themselves**’ and ‘**ourselves**’ are used for the sake of emphasis and are also called **Emphatic Pronouns**.

In the following sentences mark the Reflexive and Emphatic Pronouns and write Reflexive or Emphatic in the brackets given:

- (a) I will do the work myself. ()
- (b) I myself saw the thief running away. ()
- (c) The poor girl hurt herself in the fight. ()
- (d) We must protect ourselves from pollution. ()
- (e) He himself distributed the sweets to the people. ()
- (f) The people themselves put out the fire. ()

D. Writing:

Read the passage in Unit II once again. Write a paragraph to say:

- (i) Why the boy’s family was unhappy.
 - (ii) How he could make the family a happy one.
2. Write a definition of a **selfish man**. Begin like this:

A selfish who

Lesson 6

My School

1. Read through the text quickly and answer the following questions:
 - (a) Is the text:
 - (i) a biography?
 - (ii) an autobiography?
 - (iii) a report?
 - (b) Who do you think is 'I' referred to here?
Guess. (Your teacher will help you.)
 - (c) What is he popularly called?

(1) Read again the text quickly and answer the questions below it:

I passed my childhood in Porbandar. I went to school in that town and learnt my multiplication tables with some difficulty. I do not remember the details of my life at school in those early days. I only remember that along with other boys I called our teacher all kinds of names.

I was about seven when my father left Porbandar and came to Rajkot. There I was sent to a Primary School. When I was twelve, I was sent to the local High School. I do not remember having ever told a lie, during this short period, either to my teachers or to my school-mates. I was shy and reserved. I studied hard and books were my only companions. Daily I went to school on time and ran back home as soon as the school was over. I ran back home because I could not talk to anybody. I was also afraid that boys might make fun of me.

During my first year at the High School, Mr. Giles, the Education Inspector, took our examination in English. He asked us to spell out five words. One of the words was 'kettle'. I did not spell it correctly. The teacher tried to help me. He tried to tell me that I should copy the spelling from my neighbour's slate. I did not understand. I thought the teacher was there to stop us from cheating. I never imagined that he wanted me to copy the word from my neighbour's slate. After the examination was over it was found that all the boys except me had spelt all the words correctly. Only I was stupid. Only I had misspelt one word. Later the teacher told me that I had been foolish. His words had no effect on me. I never learnt cheating; I never learnt the art of 'copying'.

I clearly remember two other incidents of this period. I was not very fond of reading. I only read my school books. One day I saw 'Shravana Pitribhakti Nataka' which my father had bought. I read it with great interest. I also saw a picture of Shravana carrying his blind parents on a pilgrimage. The book and the picture left a deep impression on my mind. "Here is an example for you to copy," I said to myself.

About this time I saw the play 'Harish Chandra'. I was deeply moved by it and wanted to see it a number of times. "Why can we not be truthful like Harish Chandra?" I asked myself day and night. I wanted to follow truth and to suffer all the trials of Harish Chandra. I fully believed in the story and I often wept reading it.

I was not regarded as stupid at the High School. My teachers liked me. Every year certificates of progress and character were sent to my parents. I never had a bad certificate. I won prizes after I passed out of the second standard. In the fifth and sixth standards I was given Rs. 4 and Rs. 10 respectively as scholarship. The scholarships were reserved for the best boys coming from the Sorath Division of Kathiawad. I perhaps won scholarships because in those days there were not many boys from Sorath.

I did not think highly of myself. I was surprised when I won prizes and scholarships. My greatest ambition was to be good. Any fault in my character even though little, drew tears to my eyes. I felt deeply hurt when the teacher rebuked me. When I was in the first or second standard, I received a beating. I wept piteously. I did not weep because I was beaten. I wept because I was punished. It meant that I was bad.

A. Comprehension :

- Now, fill in the following chart with information from the text:

Cause	Effect
The author was afraid of being an object of fun for other boys.	
	the teacher considered him foolish.
	he did not copy.
He did not know the spelling of the word 'Kettle'.	
	he was surprised to win prizes and scholarships.

- Tick (✓) off the correct and cross (✗) out the incorrect statements:

- The writer was fond of reading books other than school books.
- The writer received rupees four as scholarship for his good result in the sixth standard.
- The writer wept after he had read the play 'Harish Chandra'.
- The writer was given the book 'Shravana Pitribhakti Nataka' by his father.

- (v) The writer was sent to a High School at Porbandar.
(vi) The writer was not sure if the scholarships were given to him for his good result.

3. Complete the following sentences:

- (i) When the teacher called him stupid _____
- (ii) _____ when the teacher wanted him to copy from another boy.
- (iii) _____ when the teacher scolded him.
- (iv) _____ the writer was deeply moved by the King's truthfulness.

B. Vocabulary:

1. Fill in the following blanks with words opposite in meaning to the words given in brackets:
- (a) The writer of the text could not write correctly all the words. How many words did he _____ (spell)?
- (b) We often _____ (remember) to take medicine.
- (c) The writer was not fond of reading. Do you also _____ (like) reading?
- (d) _____ (everyone) _____ (except) Reba were present there.
- (e) The writer was not considered as stupid at the school. Do your teachers consider you _____ (stupid)?

2. Use the following words taken from the text, in the blanks. There is one extra word.

rebuked impression pilgrimage imagined regarded reserved.

Once I took my mother on a _____. I had _____ berths in a railway compartment. I _____ that I would get the berths easily. But the compartment was crowded. My berths were already occupied. I called for the TTE (Travelling Ticket Examiner). He _____ the men occupying the berths and forced them to leave. This incident left a good _____ on me.

C. Grammar in Use:

I. Study the following sentences from the text:

- (a) I was about seven when my father came to Rajkot.
(b) I ran home because I could not talk to anybody.

We can split the above sentences into simple sentences :

(i) I was about seven.

My father came to Rajkot.

(ii) I ran home.

I could not talk to anybody.

The sentences are joined by **when** and **because** forming Adverbial Clauses.

In grammar, an Adverbial Clause is a group of words which contains a Subject and a Predicate of its own and does the work of an Adverb.

In sentence (a) above, the clause '..... when my father came to Rajkot', answers the question — 'when?' (Adverb Clause of time).

In sentence (b) above, the clause '.....because I could not talk to anybody', answers the question — 'why?' (Adverb Clause of reason).

1. Now, underline the Adverbial Clauses in the following sentences:
 - (a) I couldn't speak to Mr. Roy because he was not there.
 - (b) Because you have spoken rudely, I shall punish you.
 - (c) He entered the class-room when the clock struck ten.
 - (d) They took shelter in a cave when it started to rain.
 - (e) You must carry a torch because the night is very dark.
 - (f) As the Headmaster was not in his room, I left the application on his table.
2. Now, join the following sentences with the words given in brackets:
 - (i) He was playing. The teacher came. (when)
 - (ii) You are ill. You should not go out. (because)
 - (iii) Her mother has rebuked her. Seema looks sad. (because/as)
 - (iv) You come. I shall go. (when)
 - (v) It is raining. I shall not go to school. (because)
3. Find from the text examples of sentences with Adverbial Clauses and split them up. Show your exercise book to your teacher.

D. Writing:

The author of the text tells us about his experience as a small boy at school. Now, write (in not more than 15 sentences) about your experience of an incident at school, which you remember.

Lesson 7

To Be a Good Reader

Read the following:

We need to read a lot in our lives and yet you will be surprised to know that reading is a problem for many of us. We read slowly and take time to comprehend. But sometimes when we look for information, we need to read fast.

We can improve our reading speed and our ability to comprehend quickly by constant practice. We can do it ourselves.

For example, if your head moves from side to side as your eyes move along a line of print, hold your head between your hands as you read. Then sometimes you follow a line of print with your finger. This may become even a habit with you. In that case you should grip firmly the sides of what you are reading with both your hands. There are other difficulties too.

What should you do if you cannot concentrate on what you read? You must read in a quiet place, as far as possible, free from any distraction. Of course, you must not day-dream. The problem of stumbling over new words can also be solved easily. You can try to guess their meanings from the context. In other words, you can look at the sentences and words around and guess the meaning of the new word and check it from a dictionary later.

Sometimes it is very difficult to understand a whole section. If that is the case, you should read the section carefully again and again to get to its meaning. You should divide the sentences into meaningful phrases or units and then read. Sometimes you may find some phrases or units that are unimportant. You may ignore them at first.

Last of all, you should remember that speed is the essential quality of a good reader. If you wish to improve your speed, you must set the alarm-clock for the period of time you will take to read the text. Try to finish before the alarm goes off. Make your eyes leap over lines of print and try to grasp the meaning of whole phrases at a time. At first all this may seem difficult but with a bit of practice and conscious attempt, reading will not only be easier but a pleasanter

A. Comprehension :

1. Complete the following chart with information from the text. One is done for you:

Problem	Solution
(i) moving head	(a) Hold your head between your hands while you read.
(ii) pointing words with a finger while reading	(b) _____
(iii) no concentration	(c) _____
(iv) stumbling over new words	(d) _____
(v) lack of understanding	(e) _____
(vi) slow speed	(f) _____

2. Complete the sentences with information from the text:

(a) We can be a good reader if we _____

(b) We can guess the meaning of a new word by _____

(c) We can understand a difficult section of a text by _____

(d) We must improve our reading speed as _____

B. Vocabulary :

1. Use the words in the following passages changing their forms where necessary:

One has been done for you. (There is one word extra.)

- comprehend ; improve ; information ; ability ; constant ; concentrate ; distraction ; stumble ; context ; conscious .

(a) We can improve our _____ to read and _____ a piece of text by _____.
practice. There are so many things to _____ us when we are reading. We
must avoid them _____.

(b) It is not easy to gather _____ when we _____ over every word. But we must not be discouraged. We should try to guess the meaning from the _____.

2. Match the words in column-A with their meanings in column-B.

A	B
(i) improve	to succeed in understanding
(ii) essential	strongly
(iii) grip	to make better
(iv) comprehend	necessary
(v) firmly	to take a very tight hold
(vi) distract	to jump over
(vii) leap	to understand
(viii) grasp	to take a person's mind off something

C. Grammar in Use:

- I. Study the underlined clauses in the following sentences:
- (a) If your head moves from side to side, hold your head between your hands as you read.
 - (b) If you wish to improve your speed, you must set the alarm-clock for the period of time you will take to read the text.
- In grammar, these clauses are called Adverbial Clauses of Condition. Such clauses are usually introduced by the Subordinating Conjunctions 'if' or 'unless'.
1. Find more examples of Adverbial Clauses of Condition from the text.
 2. Read the following sentences and underline the clauses of condition:
 - (a) If you have a bad tooth, go to a dentist.
 - (b) If you want to do well in the examination, you need to work hard.
 - (c) Take Vitamin-A if you are not strong enough and want to protect yourself from diseases.
 - (d) If someone is suffering from stiff joints, loose teeth and weak bones, he should take Vitamin-C.

Note: The main clauses of the above sentences start sometimes with direct instructions (e.g. go to a dentist); sometimes they are statements with 'should', 'must', 'need', 'will' etc.

Both can be used in the case of a problem and its solution.

3. (a) Join the following sentences using 'if':

- (i) Do you have a poor eyesight? See an eye-specialist.
- (ii) We want to keep the environment pure. We must save the trees.
- (iii) Has he got a bad cough? He should take an expectorant or a cough syrup.
- (iv) Some people may have dry skin. They should use some kind of oil or cream.

(b) Note that in a conditional clause 'unless' is not followed by a negative:

Look at the following sentences:

1. If we do not read hard we will fail.
2. Unless we read hard we will fail. ('We do not read' is incorrect)

(c) Now rewrite the following sentences using 'unless':

- (i) If we do not fall ill, we do not go to the doctor.
- (ii) If he does not come, I will not go out.
- (iii) If the streets are not cleaned regularly, diseases may break out.
- (iv) If you do not hurry up, you will be late for school.
- (v) If we do not read a sentence as a whole, we may miss the meaning.

D. Writing:

1. Study the following chart. Write a paragraph on the problems and their solutions. Use 'If-clause' as much as possible:

Problem	Solution
(a) Someone has lack of energy.	(a) One should take carbohydrate and some fat.
(b) A child does not grow properly.	(b) One should take protein.
(c) One has weak bones.	(c) One should take calcium.
(d) One has weakness and problems of skin.	(d) One should take vitamins and minerals.

2. Indiscipline in hostel life is now a matter of discussion every where. Write a letter to your brother who is in a hostel about the bad effects of indiscipline. Use the following chart and use If-clause wherever necessary.

Action	Effects
(i) Keeping late hours	(a) getting up early in the morning without having enough rest
(ii) Wasting time and putting aside important work	(b) not able to finish work on time
(iii) Not maintaining personal cleanliness and hygiene	(c) falling ill and not keeping good health

Lesson 8

Pandora's Box

Long long ago, the world was different. There was neither danger nor trouble. The children got everything they wanted. They never quarrelled and they never cried. Life was pleasant. There was no hard work and no unhappiness. Children laughed and played throughout the day.

But that was before a little girl named Pandora came to live with Epimetheus. Epimetheus was a little boy of her age and he was her playmate.

When Pandora came to live with Epimetheus, she saw a huge box at the door inside his house. Pandora was curious about this strange box. She wanted to know what was in it.

"What is inside this box?" she asked Epimetheus.

"Don't ask questions, Pandora," said Epimetheus. "It is a secret. I don't know what is in it. God has sent this box. If we open it we will be sorry. Come outside and let us play."

Pandora became more and more curious. "Perhaps there are toys in the box," she said to Epimetheus. "Perhaps there are beautiful dresses, or nice things to eat".

"Perhaps there are such things," said Epimetheus, "but we must not disobey God."

"If we don't open it, we won't know what is inside," said Pandora.

The next day, when Pandora was alone in the cottage, she looked at the mysterious box for a long time. It was made of polished wood that shone so brightly that Pandora could see her face in it. It was carved with beautiful designs of flowers, fruit and pretty faces of children. In the centre of the polished lid, there was a smiling face that seemed to tell Pandora, "Why don't you open the box?"

The box was not locked. Pandora tried to lift the lid, but it was too heavy for her.

Pandora could hear little voices calling to her from inside the box. "Let us out, Pandora. We will play with you. Let us out!"

Just then Epimetheus came and stood at the door. If he had stopped Pandora, then the contents of the box would never have been known. He saw Pandora opening the box, but he was as curious about the box as she was.

As Pandora opened the lid a little, the cottage became dark. A cloud of tiny winged creatures flew out into the room. Epimetheus cried out in pain, "Oh, I am stung! Oh, Pandora, why did you open the box?"

Pandora began to cry. By lifting the lid of the mysterious box, she had let out all the troubles of the world. She had set free all the cares, diseases and sorrows. It was the first pain that everybody felt in this world.

Suddenly they heard another voice from inside the box. "Let me out, Pandora. If you let me out, I will comfort you."

Pandora opened the lid and out flew a bright little fairy. She touched Pandora and Epimetheus with her magic stick and all their pain was gone.

"Who are you?" asked Pandora.

"I am Hope," answered the smiling fairy. "I help people to bear the pain".

This is true even to-day. Hope gives new life to the troubled world. Hope makes all things look bright.

A. Comprehension:

1. Some of the following statements are true and some are false. Write 'T' or 'F' accordingly beside the statements:
 - (a) The box contained toys and dolls. ()
 - (b) When Pandora opened the box Epimetheus was not there. ()
 - (c) The box looked beautiful. ()
 - (d) The little voices inside the box really wanted to play with Pandora. ()
 - (e) Epimetheus was older than Pandora. ()
 - (f) Epimetheus was interested to know what the box contained. ()
2. The following sentences are not in order. Put them in order by writing 1, 2, 3 etc. in the box provided against each sentence:
 - (a) Pandora let out all the troubles of the world.
 - (b) Pandora was alone in the cottage.
 - (c) Pandora lifted the lid to let 'Hope' out of the box.
 - (d) Pandora and Epimetheus felt the pain.
 - (e) Pandora heard the voices calling her from inside the box.

3. Fill in the chart with information from the text:

If	What would happen?
They opened the box	
	there would be neither danger nor trouble
Epimetheus stopped Pandora from opening the box	
	She would comfort Pandora and Epimetheus

B. Vocabulary :

The words below are taken from the text. Try to guess their meanings and fill in the following blanks:

(Words: Smiling, heard, polished, contents, throughout, playmate, carved, pleasant, disobey, pretty, were)

It was a _____ morning. Ruma woke up early. It was her birthday. Ruma _____ her mother calling out. She bought her a _____ dress and a _____ and _____ box. The _____ of the box _____ not known. Ruma invited Sheela, her _____. She came _____ with a slab of chocolate for her. They played _____ the day. Ruma did not _____ her parents that day.

C. Grammar in Use:

I. Study the following sentences:

- It was made of polished wood that shone brightly.
- It was the first pain that everybody felt in the world.

These are Complex Sentences and the underlined clauses are Adjective Clauses.

Note: An Adjective Clause in a Complex Sentence does the work of an Adjective and qualifies some Noun or Pronoun in the Main Clause.

- Now, underline the Adjective Clauses in the following sentences and Circle the Noun or the Pronoun they qualify:
 - It is a long road that passes through two tunnels.
 - The plan that you wish to follow is very complicated.

- (c) My brother received the message that you sent him through a messenger.
 (d) The boy has some resemblance that reminds me of his father.
 (e) People who are kind and generous are blessed by God.
2. Complete the following sentences using suitable Adjective Clauses:
- (a) The house _____ is hundred years old.
 (b) I know the boy _____.
 (c) Meera found the book _____.
 (d) The girl _____ won the first prize.
 (e) The people _____ were sent to the nearest hospital.

3. Match the If-Clauses in A with Main Clauses in B:

A	B
If it rains	it would not have bitten the man.
If you had shut the door	he would not have been punished.
If he had told the truth	everyone would love him.
If you do not read attentively	the watch would not have been stolen.
If she had walked quickly	the match will be cancelled.
If she had chained the dog	she could have caught the train.
If he behaved well	you may fail.

D. Writing:

4. Write in 6/7 sentences how Pandora brought about all the troubles and also hope in the world.
-

Lesson 9

Vitamins

1. Answer these questions first:

- (a) How can we possess good health?
- (b) What do you mean by nutritious food?
- (c) What are vitamins?

2. Now, read the passage:

"Oh, dear!" said Mrs. Bose. "I seem always to be preparing food. These children of mine have such appetites!"

Have you ever heard a mother say something like that? Why do you think children need food?

The reason is that food gives us energy. We need food to give us energy to move about. We need food to grow strong and healthy and we need food to protect us from diseases. So, there are three main kinds of food: (a) energy food (b) body-building food and (c) protective food.

Vitamins are protective foods. Why do we need Vitamins A, B, C and D?

We need Vitamin 'A' because it helps us to prevent infection. It is always found in animal fat. It is found in growing plants and is transferred to animals when they eat the plant. It is found in milk, egg yolk, liver, cod-liver-oil and in lettuce, carrots and spinach. Absence in Vitamin-A results in poor eyesight and roughness of skin.

Vitamin-B is necessary for our bodies because it prevents a disease called 'beri-beri' which is a disease that attacks the nerves in all parts of the body including the brain. Vitamin-B is found in milk, fresh fruit, cereals and fresh vegetables. Deficiency in Vitamin-B results in headache tiredness and loss of appetite. It also leads to loss of physical and mental strength. Another important Vitamin is Vitamin-C. This vitamin is important because it helps us to fight against a disease called 'scurvy'. This is a disease that causes bleeding in different parts of the body. It also results in stiff joints, loose teeth and weak bones. Fresh fruit and vegetables like oranges, cabbages, and tomatoes are rich in Vitamin-C. But we must remember that the body is unable to store Vitamin-C, so it must be replaced constantly.

Vitamin-D is important because it helps in proper development of bones and teeth. It prevents a disease called 'rickets'. This is a disease that causes body deformities due to softening of bones in children. It is found in great quantities

in cod-liver-oil, liver, milk and egg yolk. Sunlight also provides our body with Vitamin-D. A well-balanced diet will probably give you all these vitamins and will help you to have a strong and healthy body.

A. Comprehension:

- Find information from the text and fill in this chart. Do it in your exercise book :

Vitamins	Why necessary ?	Where found ?
A	because it	
B		
C		
D		

- Look at the chart below. Suggest diets or give advice to people suffering from some deficiencies and diseases. Do it in your exercise book:

Deficiencies/diseases	Diets/other advice
1. If a child is suffering from rickets,	give him/her
2. If someone is suffering from beri-beri and feels very weak,
3. If someone is suffering from stiff joints, loose teeth and weak bone,	he/she should
4. If you are not strong and want to protect yourself from diseases,	take

B. Vocabulary:

- What do the following words mean?

- (a) beri-beri _____
- (b) scurvy _____
- (c) rickets _____

- Fill in the blanks with words from the text: The same word may be used twice:

Nutritious food gives us _____ and strength to move about and do a lot of hard work. It also helps us to _____ our bodies from different _____. We

need _____ as a protective food. A well-balanced diet must contain _____. _____ of vitamins in a diet may result in poor _____ and a number of _____.

C. Grammar in Use:

I. Study the following questions and answers:

- A. Why do you think children need food?
- B. The reason is that food gives us energy.
- A. Why do we need Vitamin-A?
- B. We need Vitamin-A because it helps us to prevent infection.

Note: A question beginning with ‘why’ usually asks about the cause or reason behind some situation or action. The answer to a ‘why’ question usually gives us the cause. The cause and the result may be expressed in the same sentence and connected by the word ‘because’.

Example: A. Why is Robi thin and rickety?

B. Robi is thin and rickety **because** he has deficiency in Vitamin-D.

1. Write out complete answers to the following ‘why’ questions using ‘because’ in your answer and the clues given in brackets:

- (a) Why do we need food? _____ . (energy)
- (b) Why do we wear warm clothes in winter? _____
_____. (protect from cold)
- (c) Why shouldn’t we eat too much? _____
_____. (feel sick)
- (d) Why was Seema late to school? _____
_____. (got up late)
- (e) Why can’t we fly? _____
_____. (no wings)

2. You have learned the use of ‘why’ in asking questions and the use of ‘because’ in giving an answer. Now, write sentences in the blanks using ‘why’ or ‘because’ where necessary, to match A with B. No. 1 has been done for you.

A	B
1. Why is the girl weeping ?	Because her mother has scolded her.
2. Why have you come late to school ?	
3. Why is physical exercise necessary ?	
4. _____?	Because they have won the football match.
5. _____?	Because it causes cancer and other diseases.
6. Why are you panting ?	
7. Why has the doctor come to your house ?	

D. Writing:

- (i) Do you have any of these problems? Tell your teacher if you have any:

Bad teeth

loss of appetite

Poor eyesight

loss of energy

Headache

underweight

- (ii) Get into pairs. Tell your partner about your problem. Let your partner try to help or advise you. Then write out your conversation and read it out to the class.

Here is an example.

Sumit : I'm afraid I can't join you for the picnic.

Ranjit : Why?

Sumit : Because I've made an appointment with the dentist.

Ranjit : Why? Why with a dentist?

Sumit : Well, I've got a bad tooth.

What do you think the dentist will do?

Dipak : He'll give you a few injections.

Sumit : Why?

Dipak : The injections will make your jaws numb.

Sumit : Then?

Dipak : Then he'll pull out the bad tooth. You won't feel anything.

2. (a) Here are some other problems and their results. Select any two of them and discuss with your partner.
- (b) Now write a paragraph on the basis of your discussion. See if you can also suggest solutions for them.

Problems	Result
(a) smoking	diseases of the throat and lungs → cancer.
(b) pollution	health hazards → spread of diseases.
(c) transport	difficulty in movement → unable to keep time.
(d) water supply	store water → unable to take bath or to drink and cook.
(e) malnutrition	weakness, underweight → tiredness, unable to work hard.

Lesson 10

For a Drop of Water (based on a play by Sukumar Roy)

1. Answer these questions before you read the text:
 - (a) How do we quench our thirst when we feel thirsty ?
 - (b) What would happen if you found nothing to quench your thirst ?
- Traveller : Ouf ! I must have some water. I've been walking the whole day. It's a long way still to go. But where can I get some water ? All the shutters are down. Nobody seems to be around.
- Hawker : There someone comes this way. (A man enters with a basket of fruit)
Excuse me, please. Where can I get some water ?
- Traveller : Did you say water ? No water here, only watermelons.
- Hawker : But I don't want a watermelon. I want water.
- Traveller : Do you really ? Then, why do you ask for water ? I don't sell water.
- Hawker : I'm sorry, sir. I was fool to ask you.
- Traveller : You really were. One carries water in a bucket, not in a basket.
(Enter an old man)
- Old man : Oh ! what reasoning ! Now I better ask that old man.
- Traveller : Who's there ? Is that Gopal ?
- Old man : No, Sir. I come from Poobgaon. I've been looking for some water for an hour.
- Old man : Ha ! ha ! What nonsense ! Poobgaon is famous for its excellent water. And you've come here to look for water.
- Traveller : Yes, sir. I've been walking the whole morning and I'm choked with thirst.
- Old man : You must be, you must be. One gets choked with thirst at the sight of good water. The very name makes you feel thirsty. You feel thirsty the moment you think of it. Have you ever tasted the water of Ghumri ?
- Traveller : No, I haven't but.....
- Old man : You haven't ? What a pity ! Oh ! I've tasted a variety of water—pond water, spring water, stream water, tap water, rain water, but ah ! the water of Ghumri is unique.
- Traveller : Let the water of Ghumri be at Ghumri. I can do with a little of any water.
- Old man : Then you could have had it at Poobgaon. Why have you come this far to have it ? Silly man !
(Exit)
- [Another old man bangs open a window of a house nearby]

Second old Man : What's going on here ? What's this noise about ?

Traveller : Well, I wanted water. But he has been talking nonsense and doesn't hear me.

Second old man : What ? Did you ask that fool ? He doesn't know a thing. What did he tell you ?

Traveller : Oh, he gave me a long list of all kinds of water.

Second old man : Very clever, is he ? Now I can give you a longer list.

Traveller : But I don't want a list. I want water to drink.

Second old man : Yes, and there are various other kinds of water—coconut water, water from the eyes, water from the nose, water from the mouth, water from sweat. Ah, have you heard about a fish out of water ? Then sometimes you're in deep water, sometimes in smooth water and you're a fool of the first water if you can't fish in troubled waters. How do you feel when one pours cold water on your excitement ?

Eh, haven't you been counting ?

Traveller : No, why should I ? I have other things to do.

Second old man : And do you think we have enough time to waste ? Mind your own business, you fool ! (Shuts the window with a Bang !)

Traveller : Oh ! what a place !

A. Comprehension :

Ex. 1. Tick (✓) the correct answer from the choices given below:

- (a) The traveller first met
 - (i) a florist (ii) a fruiterer (iii) a seller of cold drinks.
- (b) The time of the incident is
 - (i) evening (ii) morning (iii) afternoon.

Ex. 2. Match the following phrases and expressions in column-A with their meaning in column-B.

A	B
(i) All the shutters are down.	(a) I am really sorry to hear that.
(ii) You must be, you must be.	(b) The doors and windows are closed.
(iii) What a pity !	(c) Do your own work / oil your own machine.
(iv) Mind your own business.	(d) It is natural that you are so thirsty.

Ex. 3. The traveller has been walking the whole morning. The other three characters have also been doing something. Here is a list of their possible activities. Choose three from them and complete the sentences given below:

trying to sell fruit; looking for someone called Gopal; walking a long way to reach home; hearing the conversation between the traveller and the old man; trying to take some rest

- (a) The fruit-seller has been _____.
- (b) The second old man _____.
- (c) The first old man _____.

B. Vocabulary :

Ex. 1. Fill in the blanks in the following passage with words from the text:

- (a) She was very much upset. She couldn't find her gold ring and her voice was _____ with tears. At that moment her daughter pulled the _____ up, and bright sunlight came through the open window.
- (b) There was a _____ of fruit in the market. Molly bought a pair of oranges but that didn't quench her_____.

Ex. 2. Find words opposite in meaning to :

buy: _____ ; superior: _____ ; far: _____ ;
clever: _____ ; pushed: _____ ; exit: _____ .

C. Grammar in Use:

Study the following sentences:

- (a) I am walking. (b) I have been walking the whole morning.

In sentence (a) the verb suggests that the traveller is walking at the present moment. Here the verb is, as you know, in the Present Continuous Tense. In sentence (b) the verb suggests that the traveller started walking sometime ago, and he is still walking. Here the verb is used in the Present Perfect Continuous Tense.

Ex. 1. Fill in the blanks in the following passage with the proper forms of the verbs in the brackets:

- (a) It _____ (rain) hard. We _____ (wait) for an hour for the rain to stop. As it _____ (rain) the whole morning, buses and trams _____ (stop). The sky _____ (not yet clear).

Ex. 2. Read the following passage. Then tick (✓) the correct form of the verb from the choices given in brackets:

We _____ (have/had/will have) a cricket tournament tomorrow.

We _____ (wait/are waiting/have been waiting) for this for the last twelve months. Our team _____ (was winning/has been winning/has won) for years. But last year we _____ (was/were/have been) nearly defeated by the Nandanpur Cricket Club.

Ex. 3. Study the following sentences:

What reasoning !

What a pity !

What a place !

Here the word "**What**" is not used to make a question. It expresses a state of mind. It expresses all sorts of emotions : surprise, pleasure, admiration, disgust, etc. Here are some more similar sentences in column-A, and the emotions expressed by them in column-B. Match them :

A	B
(i) What a shame !	(a) surprise
(ii) What a beautiful sight !	(b) regret
(iii) What a pity !	(c) disgust
(iv) What a pleasant surprise !	(d) contempt
(v) Ouf ! what a place !	(e) admiration.

Note : Such sentences are usually used in conversations.

D. Writing :

Ex. 1. Imagine that you are ill with an attack of 'flu'. You have been in bed for a week. Write eight sentences describing what you have been doing. Here are a few clues.

take bitter medicines ; watch television ; read story books ;

take hot baths ; get bored ; write letters, etc.

You may begin like this :

For this whole week I have been ill. During this week I _____

Ex. 2. Write a paragraph on 'Man's continuous progress in Science' Man has been trying to conquer diseases, learn more about space, stop wars, grow more food, feed the hungry, stop pollution, etc. Write at least two sentences about each of the activities mentioned.

Lesson 11

The Day Shova Came Home Alone

I. (a) Answer the following questions first:

- (i) How far is your home from School?
- (ii) Do you come to school alone or do you come with your friends?
- (iii) Would you like to come alone? Why?

(b) Now read the passage silently:

Last Monday Shova's mother told her that she would not pick her up from school. Shova was very excited as she came home all alone.

"You know, papa," she said, when her father returned home that evening, "today I came back from school all alone".

"So you've grown up, my dear," said her father. "And how did you cross the road?"

"I just ran across the road when there were no cars coming," said Shova.

"But that's not the way to cross a road," her father said. "First you should watch the traffic lights. Cross only when it is green. You should use the zebra crossing, you know. Be very careful my dear, and confident too. Lots of accidents take place because the victim hesitates."

Suddenly Piku, Shova's younger brother came rushing in and cried, "Mamma, mamma, please hurry and give me my tiffin. I must go to the field. My friends are waiting there with the football. I'm already late."

Mother placed a dish on the table. Piku was about to pick up a large portion of the food when Shova said, "Did you wash your hands properly with soap?"

"And don't gobble your food just because you're in a hurry", said father. When Piku washed his hands properly and started eating rather slowly, his father said, "Do you know why you shouldn't gobble your food?"

"Of course I do, Papa," Piku tried to look grave. "Our teacher told us that we should chew our food well and eat slowly or else the food will not be digested. We should drink from our own glass and eat from our own plate. We should not fill our mouth with too much food at a time. And now, Mamma, please hurry up, otherwise I'll miss the first game."

Everyone laughed. Piku always had his own way somehow.

A. Comprehension :

1. Read the passage and fill in the following chart:

Activities	Do's	Don'ts
crossing the road	(i) watch..... (ii) (iii)	(i) cross.....red (ii) hesitate.....
eating food	(i) wash..... (ii) (iii)	(i)at a time (ii)your food (iii)from others' plates or glasses

2. Fill in the following 'cause and effect' chart with information from the text and from your own inferences.

Cause	Effect
hesitation on the road invitation to disease
..... using zebra-crossing indigestion

B. Vocabulary :

1. Find words in the text which mean the following:
- act with uncertainty.
 - to send down to the stomach without chewing.
 - very sure of oneself.
 - person killed by an accident or a disease.
 - to make the stomach absorb the food.
2. The words above can also be used in a different context. e.g. One can gobble food, one may also gobble information or a story.
 Read the following sentences and fill in the gaps with the words under B-1 above.
 Change their form if necessary:
- You must not just _____ information, you should _____ what you have learnt.

- (b) You must act _____ in his presence. If you _____, you will be a _____ to his whim.

C. Grammar in Use:

1. (a) Study the underlined words in the following sentences:

- (i) You needn't ask my permission.
- (ii) You should watch the traffic lights.
- (iii) You ought to use the zebra crossing.
- (iv) You must play the football match.
- (v) I can't wait.
- (vi) May I have a word with you?

In the above sentences, the underlined helping (**auxiliary**) verbs are used to express some attitudes. Such verbs are also called **modal** verbs. These are used when one wishes to give advice, ask permission or express ability or inability.

- (b) Underline the **modal verbs** in the following passage:

Your annual examination begins next week. You must prepare for it. You needn't work whole day long but you should not waste your time. Take as much rest as you can. Be at ease. You should never be nervous. If you are confident you can fare much better.

2. Rewrite the following sentences as directed. Number one has been done for you :

- (i) It is your duty to obey your elders. (use: 'should'/'ought to')
You should obey your elders./You ought to obey your elders.

- (ii) It is your duty to be careful while crossing the road. (use: **should / ought to**)

- (iii) You have no right to punish me. (use: **can't**)

- (iv) I am able to make you happy. (use: **can**)

- (v) I give you permission to leave now. (use: **may**)

- (vi) It is not necessary for you to come tomorrow. (use: **needn't**)

- (vii) It is essential for you to speak the truth. (use: **must**)

- (viii) It is essential for us not to act foolishly. (use: **mustn't**)

- (ix) It is my duty to help my old fridnds. (use: **should/ought to**)

- (x) It is our duty not to support what is wrong. (use: **must not**)

- (xi) It is not necessary for me to help you. (use: **need not**)

- (xii) We have no power to buy happiness. (use: **cannot**)

- xiii) Is it possible for you to meet me tomorrow? (use : **can**)
xiv) It is good for growing children to have some milk everyday. (use : **should / ought to**)

Frame more such sentences with 'should' / 'ought' / 'may' / 'must' / 'can'. Use them negatively as well. You may use the contracted forms. Your teacher will help you.

D. Writing :

1. (a) In this lesson you have read about eating habits. Now, make a list of things you should do to keep yourself (hair, eyes, teeth, hands, feet etc.) clean and other things you should do and should not do. Then make a chart of **do's** and **don'ts**. Your teacher will help you.
(b) Now, write a paragraph on how you should keep yourself clean. Use the chart you have made.
2. Write a paragraph in about 100 words for your school magazine, on **the duties of a student**. Here are some hints. You may add some more of your own.
 - (i) study seriously
 - (ii) respect teacher
 - (iii) do homework regularly
 - (iv) help fellow-students
 - (v) be aware of social responsibilities
 - (vi) sharing some social duties

Lesson 12

The Scientist and his Discovery

1. Answer these questions first:
 - (a) Name a few famous scientists
 - (b) What did they discover?
 - (c) What is the difference in meaning between **discover** and **invent**?
2. Now, read the text carefully:

In the seventeenth century, a farmer and his family lived in Lincolnshire in England. He sent his son to school when he was only four years old. The child had no interest in studies. He spent most of the time making things with his own hands.

One day, while the teacher was teaching history, the boy was busy drawing a windmill on a sheet of paper. The teacher saw this. He came to him and took away the paper from him. The teacher was going to tear the sheet of paper.

"Sir", said the boy, "please give me any other punishment but please don't tear the paper. I'm going to make a model of the windmill".

"You must listen to your teacher in the class-room", said the teacher and he returned the paper.

The boy listened to the teacher's voice, but he did not pay any attention. He returned home and made a model of the windmill on the same day.

The boy was excited. "The sails of the windmill are moving with the wind!" he shouted. "I must try to move the sails without the wind". He thought and thought. At last an idea came into his head.

"We can fix a wheel to the windmill", he thought. If somebody walks on the moving steps, the sails will move.

The boy caught a mouse to make an experiment with the model windmill he made. He hung some food a little above the reach of the mouse. The mouse walked over the wheel to get the food. This kept the wheel moving. The boy was very happy because he was successful in his first experiment.

The boy was interested in making kites. One day he made a lantern of paper and put a candle inside it. The lantern began to move upwards. The people saw the moving paper lantern in the sky. It looked like a moving star.

After a few years, the boy grew up to be a man. One day he was sitting in his garden near an apple tree. He saw an apple fall from the tree. "Why did the apple fall on the ground? Why didn't it go up?" he said to himself.

He asked this question to other people. They said, "The objects fall on the ground because there is nothing to keep them up." The man was not satisfied with the answer. He kept on thinking and thinking. At last he came to the conclusion that the earth pulls all objects towards it. He also proved that the earth pulls not only objects near it but also things far away.

Everything in the universe pulls something else and because of this pull, the moon moves round the earth and the earth moves round the sun. In science this is known as "The Law of Gravitation."

Do you know the name of this great scientist who proved this theory?

He is Sir Isaac Newton.

A. Comprehension:

1. Complete the following chart with information from the text about Isaac Newton's childhood.

Name	son of	lived in	sent to school (age)	liked to do most
Isaac Newton				

2. Isaac Newton experimented with the model of a windmill. The steps of his experiment were: (Complete the chart.)

(a) Fixed a wheel to the windmill.

(b) _____

(c) _____

(d) _____

(e) This kept the wheel moving.

3. Answer the following questions:

(a) What other experiments did the boy make?

(b) Why did the fall of an apple surprise Isaac?

(c) What was the common explanation for the fall of an apple?

(d) What conclusion did Isaac make from his experience about the apple?

(e) What is this 'earth's pull' called in science?

B. Vocabulary:

1. Fill in the blanks with words from the box given below:

Little Raju was _____ in making aeroplanes. One day he made a _____ aeroplane with paper, thin wood-strips, and glue. He wanted it to fly. So he _____ a burning _____ inside it. Soon it moved _____ into the sky. Raju was very _____ with his _____. This drew the _____ of a crowd of spectators who were _____ to see a paper aeroplane in the sky.

fixed, interested, model, upwards, experiment, happy, attention, excited, candle

2. Find words in the lesson which mean:

- (a) a building with large sails on top that operates a machine which crushes corn into flour.
- (b) broad wind-catching blades of a windmill.
- (c) to pull to pieces by force.

C. Grammar in Use:

- I. Study the following sentence and note the underlined words:

Example: "I must try to move the sails without the wind.

The underlined words: to move merely names the action denoted by the verb move and is used without mentioning any subject. It is called the Verb Infinitive, or simply the Infinitive.

In the above sentence, the Infinitive, like a noun, is the object of the Verb 'try', but like a verb, it also takes an object the sails.

Note, though the Infinitive is a form of verb, it also acts as a Noun.

Read the lesson and find more such examples of the use of the Infinitive.

- II. One of the many uses of the Infinitive is to state the purpose of an action. Study the following example:

The mouse walked over the wheel to get the food.

Replace the underlined words in each sentence using the Infinitive. One has been done for you.

- (a) The boy planned that he would make a windmill.

The boy planned to make a windmill.

- (b) The boy caught a mouse for making an experiment with the model windmill.

- (c) The people were happy as they saw the moving paper lantern.
 - (d) A wheel must be fixed to the windmill for moving the sails.
 - (e) He worked hard so that he could pass the test with credit.
 - (f) They started early lest they miss the train.
3. Punctuate the following passage using capital letters, where necessary. Your teacher will help you.

i gave my name and the woman opened the door doubtfully

well said i as we stood together near pyecrafts door he said you were to come in if you came she said and looked at me making no attempt to lead me anywhere and then in a secret voice said hes locked in sir

locked in i asked in surprise

he locked himself in yesterday morning and hasnt let anyone in since then sir she said

D. Writing:

Write a paragraph about the boyhood of a great man of your own country. You may refer to an incident which proved that he would become a great person in his later life.

Lesson 13

What did they say?

Part I

1. Sarah has written this letter to Nusrat. She is inviting Nusrat to join her in her trip to Murshidabad. Read the letter and underline the sentences that suggest:
(a) the main information. (b) the invitation.

193 Andul Road
Howrah-711 109
12th Nov. 1996

Dear Nusrat,

We are going to Murshidabad next Saturday. We'll all meet at Mr. Singh's house at 6 O'clock in the morning. We're going by bus. All of us are expecting you to join us. Gautam, Nasiruddin, Mandira, Kshem Bahadur, Fatema and Ruby will also join us.

Please write and let us know that you are coming.

Your friend,
Sarah

A. Comprehension:

Nusrat tells her mother about the invitation. This is what she tells her. Read it carefully and then answer the questions that follow:

Nusrat : Mother, Sarah has written a letter. They are going to Murshidabad next Saturday. All of them are expecting me to join them.

- (a) Has Nusrat reported every line of the letter?
- (b) Has she given her mother the main message of the letter?
- (c) Fill in the chart below to show the changes she made in the pronouns.

Pronouns in Sarah's letter	Pronouns in Nusrat's report
	they
us	
	me
	them

- (d) Here is a conversation between Nusrat and her mother after Nusrat tells her about the letter. Read the conversation and complete the sentences below:

Mother: But you can't join them. Your cousin is getting married next Saturday. We'll have to go there.

Nusrat: Oh, yes! I forgot about the wedding. I'll write to Sarah and tell her about it. We must be at Rahim's wedding.

- (i) Nusrat's mother tells her that _____
(ii) They'll _____ will write _____
(iii) She tells _____ will write _____
- (Check your answer with your teacher.)

B. Vocabulary:

Fill in the blanks with words given in the box below: Change the form of the word where needed:

- (a) The sight of the birds flying _____ a new idea for flying machines.
(b) We all _____ that he'll pass the W.B.C.S. Examination.
(c) The _____ published in the newspaper about the incident was not completely correct.
(d) We get all the _____ about the world through the radio.
(e) The whole family was offered an _____ to visit the Republic Day Show.
(f) They enjoyed their _____ to Darjeeling very much.

report, inform, trip, suggest, invite, expect.

C. Writing:

Imagine Nusrat telling her brother about the letter and the conversation with her mother. Report what she tells him. Use the following hints and write the report in your exercise book.

Sarah has written _____ saying that they're _____ Murshidabad and they want me _____. Mother has reminded me of _____. I'll write _____.

(Check your answers with your teacher.)

- Note:** (a) You cannot change what you hear, say or read. You must not add anything extra, or give your personal opinion.
(b) You mustn't report every word or every sentence.
(c) There is no fixed rule about the change in pronouns. You must keep in mind the speaker and the person spoken to.

Part II

Comprehension:

1. Read the following report:

Nusrat's mother **reminded** (or told) her of her cousin's wedding the next Saturday. They **would have to go** there and so Nusrat **wouldn't be able to go** to Murshidabad (wouldn't be able to join them). She **would write** and tell Sarah about Rahim's wedding. She **must be** there.

Note:

2. You will gradually see that many of the reports are usually made in the past form. Remember that if the Reporting verb is in the Past Tense, the verb in the Reported speech is changed into the Past Tense, except in case of universal or habitual truth.

A. Comprehension:

- (a) Now Read the conversation in Part I and the report in Part II and complete the following chart to show what changes have been made in the verb forms in the report:

In the Reported Speech	In the conversation
reminded (or told)	
would have to go	
wouldn't be able to go (join)	
would write	
must be	

- (b) Which form has not been changed?

B. Vocabulary:

In class VII you learnt to form new words by adding -less, -full, -fully, -ly, -tion and -ment.

There are other ways of making new words too. One can put a group of letters before words and make the opposites of those words. Here are a few of these letters: mis-, dis-, un- and im-

These are called **Prefixes**.

Example: Understand → misunderstand

like → dislike

possible → impossible

common → uncommon

1. Put appropriate Prefixes: im-, dis-, un- or mis-, before the following words to make their opposites. Then make sentences of your own using those words:
obedient, grateful, patient, agree, mortal, clean, inform, educated.

C. **Grammar in Use:** If the question in the Direct Speech does not begin with a **wh-** word, usually '**if**' or '**whether**' is used after the Verb of enquiry in the Indirect Speech.

[You will learn more about Reported Speech in the next lesson.]

1. Read the following conversation and then give the same information in Reported Speech:

Anne : Bobby, I have been shopping the whole morning?

Bobby : Did you buy anything interesting?

Anne : Yes, I bought two story-books and a beautiful pen.

2. Make meaningful sentences from the following table:

The class teacher	asked	his students them	if whether	they had understood the lesson. they would play the match the following Sunday. they would like to write the answers on the board. they would like to play cricket or foot-ball.
The games teacher				

3. Complete the following passage using Indirect Speech by referring to the original words given below. (Do **not** use the Direct Speech.)

I found a bunch of keys on the floor. I asked my cousin Rina _____

(a)

(b)

_____. She replied _____.

(c)

(d)

Then I wanted to know _____. She said that _____.

(a) "Is this key yours?"

(b) "No, it isn't mine."

(c) "Whose key is it?"

(d) "I think it is Reba's."

D. Writing:

Read the following conversation first:

Dipa : Miss Bachendri Pal set foot on Everest yesterday.

Koeli : Who is she?

Dipa : A teacher of Economics from Uttar Kashi (U.P.).

Koeli : How old is she? Is she the first Indian woman to have climbed the peak so far?

Dipa : She's twenty-eight. Yes, she's the first Indian woman and the youngest of the five women to have climbed the peak.

Koeli : Did she reach the peak alone?

Dipa : No, two other male members were with her. The team was led by Col. D. K. Khullar, Principal of the Himalayan Mountaineering Institute, Darjeeling.

The above conversation took place between Dipa and Koeli on 24th May, 1984. She reported this news about Miss Bachendri Pal. Write out what she wrote. Avoid word for word reporting. Begin like this:

Miss Bachendri Pal, a twenty-eight year old Economics teacher from Uttar Kashi, had set foot on _____.

Lesson 14

The Brahmin and The Tiger

(A) Answer these questions before you read the story.

- (a) Should we trust a wicked person?
- (b) What will happen if we do so?

(B) Read through the following story quickly and say what lesson you can learn from it.

1. A tiger had fallen into a trap in a forest. A poor Brahmin was passing by. The tiger said to the Brahmin, "Please let me out of this trap, O holy Brahmin!"
2. The Brahmin replied, "I can't trust you. You will kill me."
3. The tiger with tears in his eyes said, "No, holy man, I won't kill my helper. I can't be so ungrateful. Please let me out and I will become your slave all my life."
4. The foolish Brahmin believed the tiger. "All right," he said, "I will let you out, but you must keep your promise." The Brahmin let the tiger out.
5. The tiger was very cunning. Coming out of the trap, he said, "What a fool you are! I shall eat you now. I am feeling very hungry."
6. The Brahmin became very angry. He said, "How cruel you are! Is this how you should repay kindness?"
7. The tiger smartly said, "You can't expect gratitude from any man or beast in this world".
8. The Brahmin did not agree. He said, "Let's ask the tree". The Brahmin told his story to a large tree. The tree said, "I give shade and shelter to all travellers, but people cut my branches."
9. Next they met a dog. The Brahmin told the dog the whole story and asked, "Is this how kindness is repaid in this world?"
10. The dog said, "Yes, this is how our masters treat us. When we are young and useful, our masters treat us kindly. Now I am old and weak, my master has driven me out."
11. The tiger laughed, "Ha! Ha! Are you ready to die, holy Brahmin?"
12. The Brahmin was sad. Soon they saw a Jackal coming. The Brahmin told the Jackal the whole story.

13. "I don't understand what you are saying," said the Jackal.
14. The Brahmin repeated, "The tiger was inside the trap when I came. I let him out."
15. The Jackal said, "Oh, I see! You were in the trap and the tiger was passing by."
16. The tiger was angry. He said, "Nonsense! What a fool you are! I was in the trap."
17. "How did you get in? The trap is very small," said the Jackal.
18. "What an idiot you are!" said the tiger. Then he jumped into the trap to show how he got into it. The clever Jackal quickly shut the door of the trap. "Thank you," said the Jackal. "Good bye! Mr. Tiger."
19. Then the Brahmin and the Jackal left the place, leaving the tiger inside the trap.

A. Comprehension :

1. Tick () the correct answer from the choices given:

(a) **The main idea in paragraph 1 - 4 is :**

- (i) A tiger fell into a trap and a poor Brahmin let him out.
- (ii) A tiger fell into a trap and requested a Brahmin to let him out.
- (iii) A tiger promised not to kill a Brahmin if he would let him out of the trap.

(b) **The main idea of paras 5 - 8 is :**

- (i) The tiger being free wanted to kill the Brahmin and said that gratitude was valued by nobody.
- (ii) The tiger wanted to kill the Brahmin when he came out, saying that no one was grateful in this world ; but the Brahmin disagreed and decided to ask a tree who supported the tiger.
- (iii) When the freed tiger wanted to kill the Brahmin, the Brahmin asked the opinion of a tree about his ungrateful behaviour.

(c) **The main idea of paras 9 - 12 is :**

- (i) The Brahmin then asked a dog if kindness was always repaid by cruelty and the dog said it was.
- (ii) The Brahmin asked a tree and a dog, both of whom supported the tiger.
- (iii) The Brahmin asked a dog about the tiger's ingratitude and finally asked a jackal.

(d) **The main idea of paras 13 - 19 is:**

- (i) Finally the Brahmin told a jackal his story and the jackal asked the tiger to step into the trap.
- (ii) At last the Brahmin and the tiger saw a jackal who at first pretended not to understand the situation.
- (iii) A jackal saved the Brahmin at last by his cunning.

2. Complete the following sentences with information from the text.

- (i) The tiger requested the Brahmin to _____.

(ii) The Brahmin believed that the tiger would _____.

(iii) The tiger promised that he _____.

(iv) The tree said that it gave _____.

(v) The dog said that his master had _____, because he was _____.

(vi) The jackal asked the tiger how _____ such a small trap.

B. Vocabulary:

1. Here is a list of adjectives to describe the different characters in the story. Put them beside the characters they describe.

Ungrateful, foolish, kind, unkind, clever, cruel, frustrated, helpless, mean.

(i) Tiger : _____

(ii) Tree : _____

(iii) Jackal : _____

(iv) Dog : _____

(v) Brahmin : _____

2. Find out the opposites of the following words from the lesson:

slave: _____; foolish: _____; grateful: _____; strong: _____;
cry: _____; outside: _____.

3. Match the adjectives in column-A with their nouns forms in column-B. Write your answer in your exercise book:

A	B
(i) grateful	(a) cruelty
(ii) kind	(b) strength
(iii) cruel	(c) foolishness
(iv) foolish	(d) kindness
(v) strong	(e) gratitude
(vi) helpless	(f) helplessness

C. Grammar in Use:

- I. Look at the following pictures. They will help you understand how to change pronouns in Reported Speech.

The figure consists of four panels arranged in a 2x2 grid, each showing a character and a speech bubble containing a sentence with pronouns. The characters are labeled below the panels.

- Panel 1:** Shows Sima (a girl in a t-shirt and skirt) and Mallika (a girl in a t-shirt and skirt). The speech bubble says: "Mallika, I'll go to **your** house on Sunday." A box labeled "1" is in the top-left corner of the speech bubble.
- Panel 2:** Shows Mallika (the same girl) and Mallika's mother (a woman in a sari). The speech bubble says: "Sima told me that **she** would come to **my** house on Sunday." A box labeled "2" is in the top-left corner of the speech bubble.
- Panel 3:** Shows Mallika's mother (the same woman) and Sima (the same girl). The speech bubble says: "I told Mallika that **I** would go to **her** house on Sunday." A box labeled "3" is in the top-left corner of the speech bubble.
- Panel 4:** Shows Sima (the same girl) and Sima's father (a man in a kurta and dhoti). The speech bubble says: "Sima told Mallika that **she** would go to **her** house on Sunday." A box labeled "4" is in the top-left corner of the speech bubble.

Note: Adverbs and adverbial phrases of time change as follows:

Direct	Indirect
today	→ that day
yesterday	→ the day before/the previous day
the day before yesterday	→ two days before
tomorrow	→ the next day/the following day
the day after tomorrow	→ in two day's time
next week / year / month	→ the following week / year / month
last year / month / week	→ the previous year / month / week.

2. Report the following statements. One is done for you:

- (a) He said, "I am busy now." **He said that he was busy then.**
- (b) The Prince said, "It gives me great pleasure to be here this evening."
- (c) The Swallow said, "I shall not leave you, oh Prince."
- (d) "Tomorrow is my birthday," said the boy. "I shall not come to school."
- (e) "I am going to Egypt," said the little Swallow.
- (f) "It may rain today," said the teacher.

II. In the previous Lesson you have read in a general way how Direct Speech is turned into Indirect Speech. You have also noticed the changes in the Reporting Verb. Note that these changes are made according to the time-sequence and the mode of statement. Look at the following examples and note the reporting verbs.

- (a) Direct : "All right", said the Brahmin, "I will let you out".
Indirect : The Brahmin **agreed** to let him out.
- (b) Direct : "Are you ready to die, holy Brahmin?" said the tiger.
Indirect : The tiger **asked** the holy Brahmin if he was ready to die.
- (c) Direct : "No, holy man, I won't kill you", said the tiger.
Indirect : The tiger **assured** the holy man that he would not kill him (the holy man).
- (d) Direct : "What an idiot you are!" said the tiger to the jackal.
Indirect : The tiger **exclaimed** with surprise that the jackal was an idiot.
- (e) Direct : The tiger said to the Brahmin, "Please let me out of this trap".
Indirect : The tiger **requested** the Brahmin to let him out of the trap.
- (f) Direct : "Good bye! Mr. Tiger," said the jackal.
Indirect : The jackal **bade** the tiger good bye.

Find more examples of Direct Speech from other Lessons and turn them into Indirect Speech. Show your answers to your teacher.

3. Report the following questions. One is done for you:

(a) "What is your plan for tomorrow?" said my brother.

My brother asked me what my plan was for the next day.

(b) "Are you going to Patna to-day?" said Mrs. Dey.

(c) "Shall we send it to your flat, Sir?" the florist said to the customer.

(d) "Will you be there tomorrow?" he said.

(e) The teacher said, "Why didn't you use a dictionary?"

4. Report the following orders and requests. One is done for you :

(a) He said, "Get your coat, Tom."

He ordered Tom to get his coat.

(b) "March!" shouted the captain. (order)

(c) He said, "Please give me another chance". (request)

(d) "Stop writing", said the teacher. (order)

(e) The teacher said, "Please shut the door". (request)

D. Writing:

1. You have read the story of 'The Wind and The Sun' in Class VII. Write a summary of the story. Here are the main points. Use the points. Do not use direct speech.

Wind and Sun quarrel over strength—decide to test—sees man in coat—wind blows hard—man pulls coat close—Sun shines brighter—man takes coat off.

You may begin like this:

The Wind and the Sun quarrelled over their strength. They _____

2. In Section-A (Comprehension) you have ticked off the main ideas of the paragraphs. Now, write a paragraph taking those ideas. Use connectors e.g. 'then', 'after that', 'but', etc. where necessary. Give a title.

3. You have learnt to make a long story into a short one by summarizing. Now, develop the following points into a long story. Use direct speech as much as possible. Also use expressions like—"One day, suddenly, in the end" etc. in your story.

Two women came to King Solomon's court — quarrelled over a child — King thought for a while — ordered his servant to cut child into two halves — one woman agreed — the other protested — King gave child to real mother.

Lesson 15

Soma at the Zoo

Answer the following questions first:

1. (a) (i) Did you have a dream last night? What did you dream?
(ii) Do dreams come true? (use 'sometimes', 'never', 'always', 'often').
- Read the following aloud in groups: One will be Soma; one will be a narrator of the story; one will be the tiger; one will be a crocodile and another will be a peacock.
- (b) Before reading the conversation below in groups, read what Soma and her class-mates did last Sunday:

Last Sunday Soma and some of her class-mates visited the zoo with their teacher of Life Science. This was Soma's first visit. The students went round the zoo and their teacher described the animals to them. Soma listened to her with rapt attention.

That evening Soma thought of nothing but the animals she had seen, and at night she spoke to the creatures in her dream.

- (c) Here is the conversation she had with the animals. Read in groups:

- Soma : You are the Royal Bengal Tiger, aren't you?
- Tiger : Yes, you're right. I'm the best looking animal of the big cat family. I'm even bigger than Mr. Lion. So you've made me your National Animal.
- Soma : How grand you are! I see you have little cubs. Who feeds them?
- Tiger : Their mother, of course. The cubs are fed by their mother. We're mammals. We have warm blood and our body is covered with hair.
- Soma : The black stripes on your yellow body make you look very attractive. They also help you to hide in the jungle, don't they? Hullo, Mr. Crocodile! Why are you lying in the sun? Aren't you feeling hot?
- Crocodile : Not at all. We belong to the reptile class like the snake and are cold-blooded. So we need to be in the sun for long periods. Our body is covered with scales like most other reptiles.
- Soma : Does Mr. Frog belong to your family? He is cold-blooded, too.

Crocodile : No, no, Mr. Frog is an amphibian. He can live both on land and in water. I live in water though I lay eggs on land. Mr. Frog has a moist skin and no scales on his body.

Soma : How do you move from one place to another on land? You have very short legs, I see.

Crocodile : I crawl with my breast and my short legs. Well, some reptiles have no legs at all.

Peacock : They have tails but those are not as beautiful as mine.

Soma : Oh, hullo, Mr. Peacock! Yes, your tail looks really splendid when you spread it out. How glossy and colourful your feathers are! You are the most beautiful bird. No wonder you've been chosen the National Bird of our country.

Peacock : Thank you.

A. Comprehension :

1. Read and answer the following questions:

(a) Look at this line in the lesson:

“ _____ and at night she spoke to the creatures in her dream.”

Who does the word **creatures** refer to?

(b) When do you usually dream? People who dream during the day are called day-dreamers. Are you a day-dreamer?

(c) Who are **mammals**? Is a dog a mammal?

(d) What are **reptiles**? Is a tortoise a reptile?

(e) What are **amphibians**? Is a viper an amphibian?

2. Classify the following animals and give their characteristics in the chart given: (One is done for you.)

a cow	a bee	a cockroach	a turtle
a snake	a lizard	a mosquito	a rat
a lion	a butterfly	a frog	a toad

Class	Animals	Characteristics
Amphibians	a frog, a toad	live both on land and in water
Reptiles		
Mammals		
Birds		
Insects		

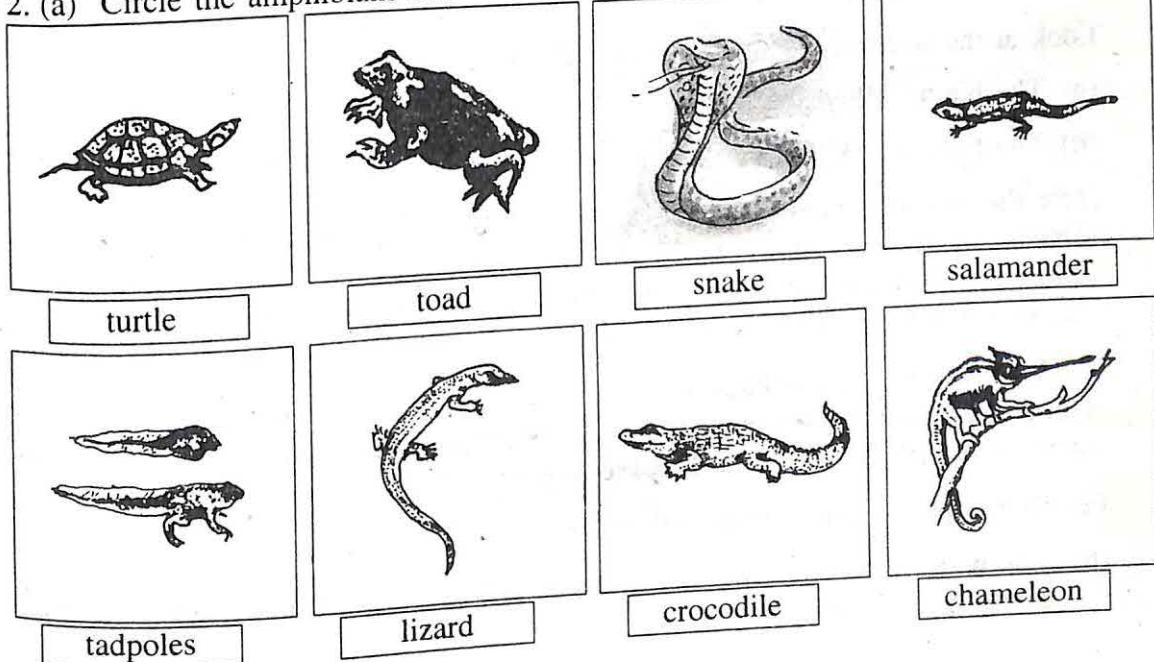
[Check your answers with your teacher.]

B. Vocabulary:

1. Match the words in column 'A' with their meanings in column 'B'.

A	B
rapt	slightly wet
stripes	small flat hard pieces covering the body of some animals
scales	shiny and smooth
moist	giving one's whole mind
crawl	bands of colour
splendid	move slowly with body close to the ground.
glossy	grand to look at

2. (a) Circle the amphibians and box the reptiles in the list below:



(b) Cross those that are not mammals:

rat	bat	snake	rabbit
mouse	frog	squirrel	peacock

3. Put the following into categories in the chart below:

pigeon	pumpkin	pineapple	peaches
coal	cobra	limestone	turtle
melons	sparrow	marble	kangaroo
salt	carrot	chalk	

Animal Kingdom	Vegetable Kingdom	Mineral Kingdom

C. Grammar in Use:

1. Look at the following sentences in the chart below:

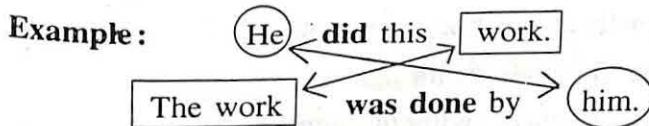
- (a) The hunter killed the tiger.
- (b) The tiger was killed by the hunter.

Here the two sentences mean the same thing but the presentation is different. In sentence (a) the subject 'hunter' is the doer of the action. The subject is active. In sentence (b) the subject 'tiger' is **not** the doer of the action i.e. the subject is **not** active. The subject is inactive or passive.

We need to use the **Passive Voice** when we describe a process or when the doer of the action is given less importance. There are certain rules to frame sentences from the **Active Voice** to the **Passive Voice**:

- (a) The object of the Active Verb becomes the subject of the Passive Verb.
- (b) The preposition **by** comes before the new object. (i.e. Subject of the sentence in the Active Voice.)

- (c) The Transitive Verb takes a helping verb and the participle form of the main verb.



However, each and every sentence in the Active Voice cannot be changed into a Passive one.

Ex. 2. Find three sentences in the text and classify them. One is done for you:

Active	Passive
1. We have warm blood.	1. Our body is covered with hair.
2.	2.
3.	3.

Ex. 3. Read the following sentences carefully. Some of them are in the **Active Voice** and some are in the **Passive**. Write **A** for Active and **P** for Passive in the boxes given against each sentence:

- (a) Ram comes to school punctually.
- (b) Yesterday he was detained by his brother.
- (c) The baby was playing with a toy.
- (d) The toy was broken by the baby.
- (e) He was hurt by a sharp piece of the toy.
- (f) He threw the toy away on the floor.
- (g) He was consoled by Ram then.

Note: A Passive may be used:

- (a) with the agent (i.e. by)
- or (b) without the agent.

Example: (a) The cubs are fed **by** their mother. (with the agent)
 (b) Our body is covered with hair. (without the agent)

Ex. 4. Change the following sentences from Active to Passive. Use the directions given in brackets:

- (a) The teacher scolded the boys for late attendance. (with agent)
- (b) We need Vitamins for the growth of our body. (without agent)
- (c) Rabindranath Tagore wrote the Gitanjali. (with agent)
- (d) Somebody has broken the window-pane. (without agent)
- (e) A famous architect has designed the monument. (with agent)

D. Writing:

1. Define briefly the following using a Relative Clause. Work with your partner. One is done for you:

- (a) Oxygen (b) a parallelogram (c) a thermometer

Example: Oxygen is a gas which has no colour, taste or smell (without colour, taste or smell). It is present in the air and is necessary for the existence of all forms of life.

[Show your work to your teacher.]

2. (i) Classify the following nouns into **Countable Nouns**, **Uncountable Nouns** and **Proper Nouns** (i.e. capital letter nouns):

Sugar	School	Calcutta
Arun	animal	chair
meat	bread	Australia

Begin like this: These nouns may be grouped into three classes. Sugar, _____ and _____ are _____ nouns etc.

(ii) Now define each class. One is done for you;

Example: Countable nouns are nouns which can be counted, which have a plural form and which take an article before the singular form.

Lesson 16

A Visit to a Tea-garden

Robi Bose is spending his vacation in his grandfather's tea-garden and tea-factory at Darjeeling. His friend, Sabuj lives in Howrah. He is learning about tea in his school. So Robi writes to him and tells him what he has seen. Read the letter.

65 Lebong Road
Darjeeling
12 Dec., '96

My Dear Sabuj,

I am writing this letter from Darjeeling. I have come here to visit my grandfather's tea-garden and tea-factory. It's a beautiful place. I wish you were here.

You told me that you are learning about tea in your class. I can tell you how tea-leaves are made in the factory.

Everyday I visit the factory with my grandfather. It is interesting to see how tea-leaves are processed in the factory.

First, the tea-leaves are plucked from the garden and brought to the factory. These leaves are spread into huge flat trays. Then they are dried in a large heated room, where they are kept for about twenty hours. The heat softens the leaves. When they are dry, these leaves are cut into pieces in a machine called the shredding machine.

Next, the shredded leaves are put in moving trays and sent into a hot oven. These trays are then taken out from the oven. The colour of the leaves changes and they look like the tea-leaves that we buy from the shops. Here they also develop the fine scent.

These baked leaves are of different sizes. They have to be separated according to size. So they are put into sieving machines with different sizes of holes. After the leaves are separated, we get big tea-leaves, small tea-leaves and even tea-dust. This tea is then packed and labelled according to size. After that, it is sent off to various places. This is how tea-leaves are processed and made. Isn't it interesting?

Why don't you come to Darjeeling and spend a few days in my grandfather's garden? I will take you around and show you everything.

Please give my regards to your parents. Lots of love to you. Please reply by return mail.

Your loving friend,
Robi

Sabuj Chakraborty
46/2, South Baxara Lane
Howrah — 701 109

Stamp

A. Comprehension :

1. Answer these questions :

(i) Who has written this letter and to whom?

(ii) From where has he written this letter?

(iii) Why has he written this letter?

2. In the letter Robi describes how tea-leaves are prepared in the factory. Read the letter and complete the boxes below to describe the process step by step:

1. Tea-leaves are plucked and brought to the factory.



2. The tea-leaves are put into huge trays.



3. The tea-leaves _____



4. The dried leaves _____



5. _____



6. The trays _____



7. The baked leaves _____

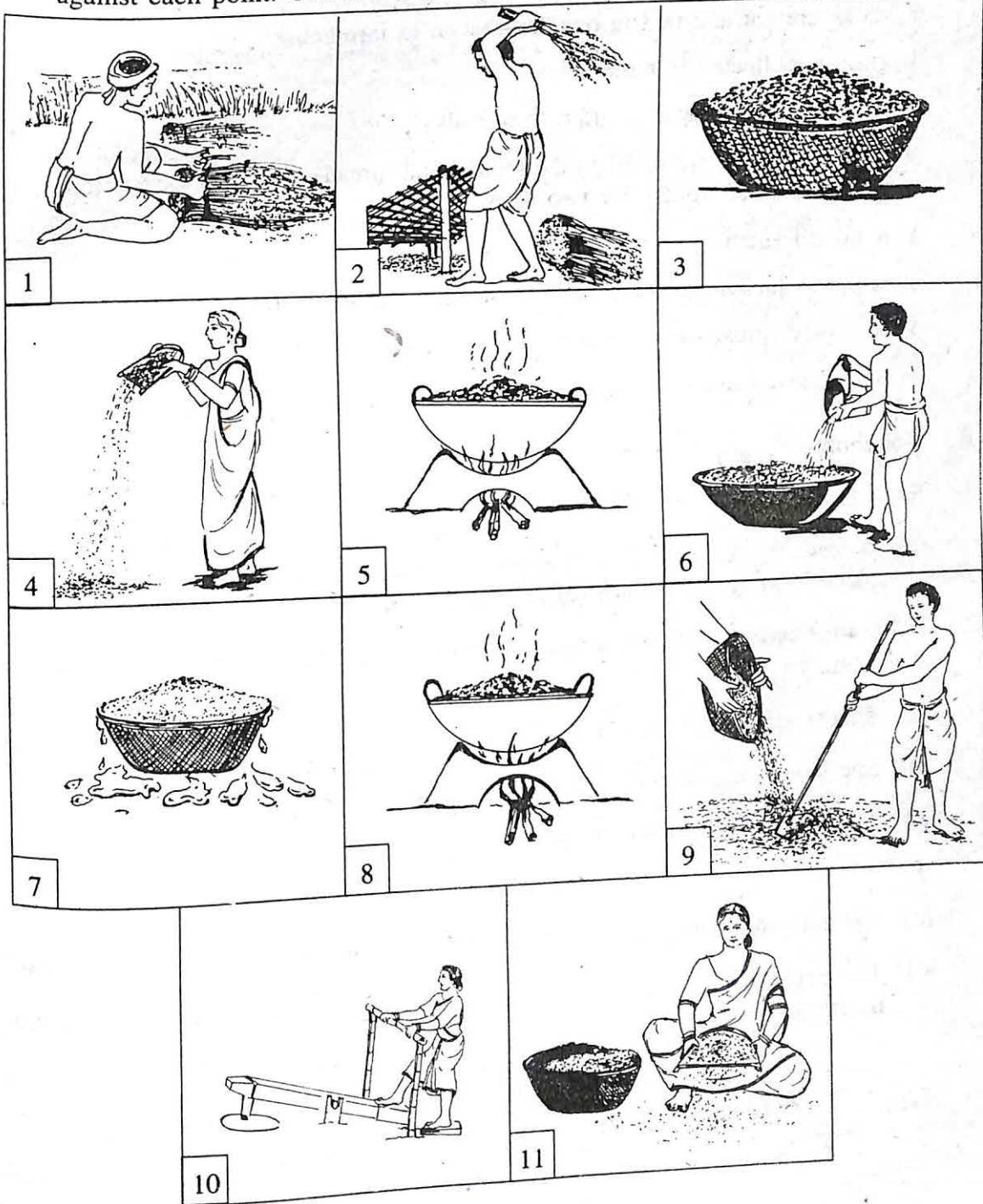


8. _____



9. The packets are sent to various places _____

3. Study the following pictures. They describe how par-boiled rice is prepared in the farmhouse. Then, match the pictures with the points given below. The points are given in jumbled order. Put them in order. Write the numbers in the brackets given against each point. One is done for you.



- () is boiled in some water till water dries.
() is soaked in water in big earthen pots and left covered for the night.
() is taken out in bamboo baskets in the morning and the water is drained.
(1) stalks are cut and tied in bundles—taken to farmhouse.
() grain is collected in baskets.
() are threshed to separate grain from stalks.
() the boiled grain is poured on the ground and spread—and turned over from time to time—is left to dry for two days.
() is boiled again.
() is put in husking pedal (dheki) to separate the grain from the husk.
() is slowly spread on the ground from a height to blow away the dust.
() is winnowed again and again to blow away the husks from the grain.

B. Vocabulary:

1. Read the letter and find words which mean:
 - (a) picked; (b) cut into uneven pieces; (c) cooked in dry heat; (d) divided up into parts forming the whole; (e) put into boxes.
2. Fill in the blanks with words given in the box below. Change the form of the word, if necessary.
 - (a) Sheela served the food in a _____.
 - (b) She baked the cake and the pudding in an _____.
 - (c) The _____ of the perfume was sweet and soothing.
 - (d) Mrs. Rao _____ her own bread at home.
 - (e) The contractor separated the sand by putting it through a _____ machine.
 - (f) The box was _____ and the name and address of the owner were written on it.

oven;	bake;	scent;	tray;	sieve;	label
-------	-------	--------	-------	--------	-------

C. Grammar in Use:

More about Active & Passive Voices.

Study the following sentences both in the Active as well as in the Passive form:

Active	Passive
Someone closes the gate every night at 11 o'clock.	The gate is closed every night at 11 o'clock.
Someone is painting this wall.	This wall is being painted .
Someone will serve the tea soon.	The tea will be served soon.
Someone is going to fix the machine.	The machine is going to be fixed .
Someone mended the umbrella yesterday.	The umbrella was mended yesterday.
Someone was painting the house.	The house was being painted .
Someone has found your book.	Your book has been found .

Note: When we use the Passive, we can say who performed the action. e.g. The prize was won **by Meera**. But, often it is not necessary (or not important) to say who performed the action, so we often use the Passive without saying who performed the action.

e.g. The tea leaves are brought to the factory.

Ex. 1. Make a list of the sentences in the lesson that are in the Passive form.

Ex. 2. Underline the Passive verbs in the following paragraph:

A man was knocked down by a car in Eden Street yesterday. The car was driven by Mr. Das, of 10 Club Road. An ambulance was called and the man was taken to the Aims Hospital. Ten people saw the accident. They were interviewed by the police and their statements were taken down. The injured man has not been identified yet. He was dressed in a blue sports jacket and black trousers. His age is estimated to be about fifty. Anyone who may know this man is asked to telephone the police.

Ex. 3. Fill in the blanks with the correct verb form in the following paragraph describing how orange juice is processed:

The process of manufacturing orange juice _____ (consist) of a number of stages. First the fruit _____ (harvest) and then _____ (deliver) to the factory. Here the oranges _____ (sort) so as to remove any that are rotten. Then they _____ (clean). After that they _____ (crush) in order to extract the juice. The juice _____ (mix) with water and syrup, and sterilized bottles

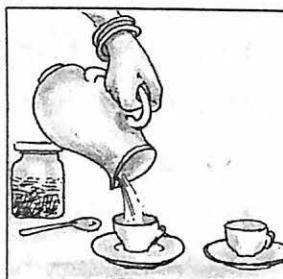
_____ (fill) with the juice. These bottles _____ then _____ (seal) and _____ (label) at the same time. Finally, they _____ (put) into boxes and _____ (send) to shops.

D. Writing:

1. (a) Look at the following pictures. They describe how a cup of tea is made. They are in jumbled order. Work in pairs and arrange them in the right order. Putting



()



()



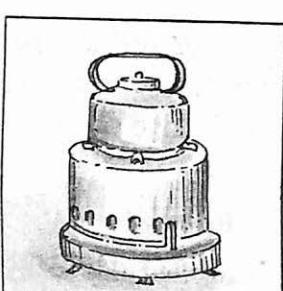
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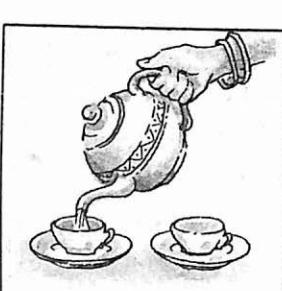
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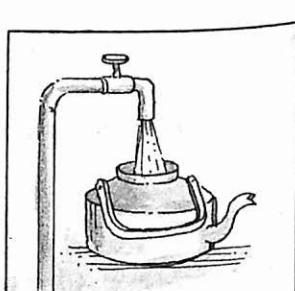
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serial numbers in the brackets given below the pictures.

- (b) Here is a set of statements describing the pictures. Match the statements with the pictures. Put the numbers in the brackets given. The first one is done for you.
- () Boiling water is poured into the teapot.

- () The mixture is stirred with a spoon.
 - (1) The kettle is filled with water.
 - () The teapot is covered with the lid.
 - () Tea-leaves are put into the teapot. (one teaspoon for each cup and one extra)
 - () Liquor is poured into cups.
 - () It is left aside for five minutes for the liquor.
 - () The tea is served on a tray.
 - () It is placed on the stove for water to boil.
 - () Sugar and milk are mixed with the liquor according to taste.
2. Now, write a paragraph describing how a cup of tea is made and served. Use the statements in 1(b). Join the sentences with '**and**', '**then**', '**next**', '**after that**', '**first**', '**finally**', etc. where needed. You may also refer to the letter in this lesson.
3. Look at Comprehension Ex. 3. Study the points you have numbered. Now, write a paragraph to describe how par-boiled rice is prepared in the farmhouse.
-

Lesson 17

Bagha Jatin

Unit 1

Jatindranath was a person with a fearless heart. Here are some incidents of his life.

One day while Jatindranath, a boy of fifteen only, was buying a pencil and paper, he heard people shouting—"A runaway horse! A runaway horse!" The boy looked down the street and saw a horse galloping wildly and people running for shelter and shouting as they ran. Young Jatindranath calmly stepped into the street and stood in the horse's way. When the animal came up, he shot out his arm and held it by the mane. Then he calmed it down and led it back to its stable.

Another day, Jatin's cousin was going hunting. Jatin insisted on joining him, but he had no gun. He was told that the tiger had wounded people in the neighbourhood of his village. He had also been carrying off animals. But Jatin would not listen. He took just a dagger and joined the party.

The men surrounded the forest on all sides. The tiger was driven out of its hiding by the shouts of men and the beating of drums. Jatindranath and his cousin saw the tiger coming out of the forest and making for the open country. His cousin fired. The hurt and angry animal sprang on Jatin. Jatin held its neck tightly under his arm and struck it with the dagger. The tiger was killed after a tough fight. The hunters saw the tiger lying dead on the ground. Jatin was severely wounded. Yet a few years later Jatindranath killed another tiger.

A. Comprehension :

1. (a) Pick out the key sentence which gives the main idea developed in the lesson unit.
(b) How has the main idea been developed? (Put a tick () against the right answer.)

The main idea has been developed by _____:

- (i) explanation
- (ii) definition
- (iii) examples

2. (a) Describe how Jatindranath killed the tiger.
(b) Why was Jatindranath called Bagha Jatin?
(c) Find sentences in the lesson which tell you about Jatindranath's bravery.
(d) Find a sentence which tells you that the tiger was dangerous.

B. Vocabulary:

Fill in the blanks with words from the passage:

- Jatindranath was very young when he _____ a runaway _____ by the _____.
- The tiger was hurt when Jatindranath's cousin _____.
- Jatin killed the tiger with a _____ after a _____.
- He killed _____ tiger a few years _____.

Unit 2

[In this unit you will read about another instance of Jatin's fearlessness.]

It made Jatindranath sad when he remembered that his country was not free. Though a few of the British living in India were good and friendly, most of them behaved towards Indians as masters behaved towards slaves.

Jatindranath, however, was not a man to put up with such behaviour. An incident that took place at Siliguri Railway Station proved this clearly. He was going up the platform with a glass of water in his hand when he saw four soldiers marching down. One of them suddenly gave him a push, and the glass fell from his hand and broke. The soldiers laughed. They thought it was good sport.

Jatindranath demanded an apology. An apology to an Indian! It was unthinkable. The four men rushed on him in anger. One of them took out a knife from his pocket and attacked him with it. People watched the four men fighting against one. It was a short fight, for within minutes the four of them were lying on their backs with bleeding noses.

A. Comprehension:

Read and complete the following chart with information from the text:

who?	did what?	why?
soldiers		to make fun.
Jatindranath	demanded an apology	
people		they were curious and apprehensive of the result.

B. Vocabulary:

- Find a word or a group of words in Unit 2 which means:
 - independent / not under anyone's control.
 - a servant without personal freedom.

- (c) an event.
- (d) to suffer without complaining.

2. Match the words in column-A with their meanings in column-B :

A	B
(a) proved	(i) amusement
(b) sport	(ii) hurried / acted quickly
(c) demanded	(iii) tried to kill
(d) rushed	(iv) express sorrow for causing trouble
(e) attacked	(v) showed to be true
(f) apologise	(vi) claimed / asked for

C. Grammar in Use:

1. Study the following sentences:

(a) **The boy saw people running** for shelter.

(Subject + Verb + Object + V -ing)

(b) The boy saw people **shouting** as they ran.

(c) The people watched the man **rolling** down the hill.

(d) I didn't hear you **coming**.

2. Make a list of such sentences given in the lesson.

3. Fill in the blanks with appropriate verb + ing forms:

(i) They saw the thief _____ out of the house.

(ii) The people separated the boys _____ with each other.

(iii) Roma found her teacher _____ at the gate.

(iv) Did you see the man _____ down the tree ?

(v) Do you mind her _____ cards with me ?

(vi) I don't remember you _____ there.

(vii) The teacher noticed the boy _____ in the class.

(viii) He kept the lady _____ for two hours.

Here is a sentence from Unit 1.

- (a) The boy saw a horse galloping wildly down the hill.

(This is a simple sentence.)

This sentence can be re-written as:

The boy saw that a horse was galloping down the hill.

(This is a complex sentence.)

- (b) The hunters saw that Jatin was striking the tiger with a dagger.

(This is a complex sentence.)

The hunters saw Jatin striking the tiger with a dagger.

(This is a simple sentence.)

2. Try to rewrite the following sentences as instructed. Your teacher will help you.

- (a) Jatin saw that people were running for shelter.

(Change into a simple sentence.)

- (b) Jatin's cousin saw the tiger coming out of the forest.

(Change into a complex sentence.)

- (c) The onlookers saw that the tiger was lying dead on the ground.

(Change into a simple sentence.)

(Your teacher will give you some more exercises.)

3. (a) Study the meanings of the following phrases with the verb 'put':

(i) put aside = to save (money/time) for a special purpose.

(ii) put off = to postpone to a later date.

(iii) put on = to wear

(iv) put down = to write down.

(v) put out = to stop something from burning.

(b) Now, fill in the blanks in the following sentences with appropriate phrases given above:

(i) I must _____ the telephone number before I forget it.

(ii) Mr. Brown has _____ some money for his daughter's marriage.

(iii) Children _____ new clothes during the festivals.

(iv) They couldn't _____ the fire on time as there was no water around.

D. Writing:

1. Rewrite the description of Jatin's hunting in your own words using the following expressions :

risky ; surrounded ; driven out ; clasped ; stabbed.

(you may use other words as well.)

Show your writing to your teacher.

2. Imagine that someone actually saw the fight between Jatindranath and the tiger. Report what he saw. Here are some hints to help you.

heard shouting—beating of drums—

saw tiger rushing—heard firing—

angry tiger sprang—Jatindranath on ground—

up again—holding neck under arms—striking with

dagger—injured—lying dead—

Jatindranath unconscious.

Lesson 18

A Letter of Application

(Answering an advertisement)

In Class VII you learnt how to write a letter to a friend. Now you will learn how to write a letter to people you do not know. Such letters are called formal letters. They are usually very short. In this lesson you will learn how to respond to an advertisement.

Suppose the following advertisement appeared in an English daily on 3 July. Study the advertisement first and then read the applications received from Dipa Dey and Samar Guha in response to the advertisement.

Advertisement:

NEHRU CHILDREN'S MUSEUM

announces

NEHRU TALENT SEARCH AWARD '97

<i>Subjects</i>	<i>Date of Contest</i>	<i>Last date</i>
-----------------	------------------------	------------------

1. Patriotic Song / Bhajan will be announced later Apply within twenty days
2. Rabindra Sangeet
3. Thumri
4. Kathak Dance
5. Recitation (Bengali)

OPEN TO SCHOOL STUDENTS UP TO CLASS VIII

PRIZES

Cash Award of Rs. 300/-
5 Cash and other Prizes in Each Subject

Write to :

The Officer-in-Charge
Nehru Talent Search Award '97
Nehru Children's Museum
Jawaharlal Nehru Road, Calcutta - 20

Letter No. 1.

55, M. G. Road
Calcutta-700 007
July 5, 1997

The Officer-in-Charge
Nehru Talent Search Award '97
Nehru Children's Museum
Jawaharlal Nehru Road, Calcutta - 20

Dear Sir,

I am writing this in connection with your advertisement in The Statesman. I wish to compete in the Kathak dance. Please enlist my name as a candidate. I am 13 and am studying in Class VIII. A certificate from the Headmistress is attached in support of my candidature.

Thank you very much.

Yours faithfully,
Dipa Dey

Letter No. 2.

The Officer-in-Charge
Nehru Talent Search Award 1997
Nehru Children's Museum
Chowringhee Road, Calcutta - 700 020

Sir,

In response to your advertisement in The Statesman yesterday for the Nehru Talent Search Award, 1997, I am writing this letter to you. I wish to participate in the recitation with the others. I shall be grateful if you put my name down as a competitor.

I am in Class VIII. The certificate from my Headmaster, which is attached, will testify to it.

Bhadreswar H. E. School
Hooghly
4 July, 1997

Yours faithfully,
Samar Guha

A. Comprehension:

1. Answer the following questions:

(a) What is missing in Letter No. 2?

- (b) Which letter is more perfect? Why do you say so?
- (c) Where is the sender's address in letters No. 1 and 2?
- (d) What do you find just below the address?
- (e) Where is the greeting? What do you find just above the greeting?

[Notice how the address of the officer to whom the letter is addressed is written.]

2. The following sentences tell us how to write an application. Study letter No. 1 and number the information as they occur in the letter. Write the numbers in the brackets given:

- () (a) Your reasons for applying
- () (b) If there is any enclosure. (i.e. certificates etc.)
- () (c) Where you saw the advertisement and the date on which you saw it.
- () (d) Something about yourself.

Note: Remember the following 5 'C's when you are writing an application. An application should be:

(i)	C LEAR	(not complicated)
(ii)	C ORRECT	(no mistakes)
(iii)	C ONCISE	(brief and to the point)
(iv)	C OMPLETE	(no information left out)
(v)	C OURTEOUS	(polite)

3. Here is an advertisement that appeared in an English daily on 18th August, 1996 and an application received from Smt. Sanghita Mondal in reply to the advertisement. Read them carefully and answer the questions given below:

Educational:

A retired Headmistress wishes to coach students in English at her residence. Only girl students in the age group 12-14, willing to receive this free coaching, may write in their own handwriting within seven days to Mrs. S. Sen, 80/1, Dr. Nagen Ghosh Lane, Calcutta - 700 031.

C/o, Sri M. Mondal
62A, Sarat Ghosh Garden Road
Calcutta - 700 031
27th August, 1996

Dear Madam,

I am writing in connection with your advertisement in The Statesman. I am in Class VIII. I live quite close to your house. I shall be glad if you permit me to avail myself of the coaching you intend to give.

I look forward to hearing from you soon.

Mrs. S. Sen
80/1, Dr. Nagen Ghosh Lane
Calcutta - 700 031

Yours faithfully,
Sanghita Mondal

Answer the following questions. Work with your partner.

- (a) What has not been stated in the advertisement? Has Sanghita asked for the information?
- (b) What important information has Sanghita failed to furnish?
- (c) Do you think Sanghita will be selected? Give reasons for your answer.
- (d) Will Mrs. Sen also coach students of Class X? How do you know?
- (e) Will Mrs. Sen be paid for her work? How do you know?

Check your answers with your teacher.

B. Vocabulary:

1. Find words in the box below that can replace the underlined words in the following sentences:
 - (a) Business letters and letters of application must always be written according to accepted rules in language and style.
 - (b) Raju wrote five letters of request for a job but received no response.
 - (c) He gave no answer to the questions thrown at him.
 - (d) No local merit was found, so the club had to hire a musician from another place.
 - (e) They wanted to take part in the sports event, so they got their names entered in the list.
 - (f) Mr. Roy planned to stop working as a teacher but his boss did not allow him to do so.

participate; response; enlisted; retire; applications; formal; intended; permit; talent.

2. Find words from the box below that describe the occupations of these people. They all end in -er; -or ; -ist; -man.
- He keeps a shop: _____
 - He puts out fire: _____
 - He competes with another person: _____
 - He writes books: _____
 - He collects payment against tickets in a bus: _____
 - He edits and prepares for printing: _____
 - He sails a boat for a payment: _____
 - He travels for pleasure: _____
 - He catches fish for his living: _____
 - He is a doctor who treats the teeth: _____

fisherman; author; conductor; dentist; traveller; competitor; fireman;
ferryman; editor; shopkeeper.

C. Grammar in Use:

Study the underlined words in the following sentences:

- I am writing this in connection with your advertisement. (letter No. 1)
- A certificate from the Headmistress is attached in support of my candidature.
(letter No. 1)

Note : Certain Nouns, Verbs, Adjectives and Participles are always followed by particular prepositions:

In this lesson only a few N + Preposition combinations will be taught. You will learn more about the other combinations later.

Ex. 1. The following nouns have been shown in groups along with the prepositions they take after them.

Study the sentence examples and try to use the other words of all five groups in your own sentences. Your teacher will help you.

Words	Prepositions
(a) acquaintance, comparison, discussion	→ with
Example— Your <u>acquaintance</u> with more English books will help you in learning that language.	
<u>comparison</u> :	
<u>discussion</u> :	
(b) appetite, desire, fondness	→ for
Ex.: One who eats every now and then loses <u>appetite</u> for the principal meals.	
<u>fondness</u> :	
<u>desire</u> :	
(c) change, proof, result	→ of
Ex.: As a <u>result</u> of the quarrel the children tore the book into two.	
<u>change</u> :	
<u>proof</u> :	
(d) attention, reference, objection	→ to
Ex.: The students paid <u>attention</u> to what the Principal was saying about the prizes.	
<u>reference</u> :	
<u>objection</u> :	
(e) escape, respite, digression	→ from
Ex.: The audience did not like the speaker's <u>digression</u> from the main point.	
<u>escape</u> :	
<u>respite</u> :	

Ex. 2. Now, fill in the blanks with appropriate prepositions:

- (a) Mr. and Mrs. Bose have great affection ————— their child.

- (b) Cough and cold is a common ailment during the change _____ season.
- (c) The thief's escape _____ jail was very sudden.
- (d) The plants died from want _____ water.
- (e) They have no objection _____ the statement made by the Headmaster.
- (f) The tutor had a discussion _____ the parents of the child on his performance in the examination.

D. Writing:

- 1. Study the following advertisement. You would like to join the competition. Write a letter responding to the advertisement.

SAVE CALCUTTA CLUB

announces

State Level Annual Award

for poster-making

[Date of competition will be announced later]

Last Date:

Subjects:

Apply within twenty days.

- 1. Tree Plantation — Class VII
- 2. Cleaner Surroundings — Class VIII
- 3. Traffic Rules — Classes IX and X

Open to students from Class VII to X

Cash award of Rs. 5,000/- for the best poster.

Write to:

The Secretary
Save Calcutta Club
77B, Park Street,
Calcutta - 700 016

- 1. Look at the advertisement in Comprehension—Ex. 3, and write another letter responding to the advertisement. Mention your age and class. Don't forget to mention the time that will suit you. Ask if the same time will suit her.

Lesson 19

The Beautiful Coral

Coral has been highly valued through the ages. It is one of the wonders of Nature. It is a strong substance formed from the bones of very small sea animals. Perhaps of all the things on earth or in the oceans and seas, there is nothing more beautiful than a coral.

Coral grows in different kinds of shapes. Some corals build stone-like structures that look like the curling stems of climbing plants. Some build structures that look like vases or fans. Others build structures that look like the brain, or like feathers.

Coral may be of many colours. White coral is as white as snow. There is another kind that is flesh or rose in colour. Deep red coral is very beautiful. There are also purple, violet, yellow and black coral. Yellow coral is very rare and the black coral is very precious and expensive too. White, pink and red corals are quite common.

Earlier people had a wrong view about coral. They thought that coral was produced by either plants or insects. In 1723, a French doctor discovered a small sea animal, which is now called the polyp. Coral is formed from this polyp. The stone-like structures that polyps build around themselves remain after the polyps die. They often form islands and reefs. These coral islands and reefs are found in the Indian Ocean and the Pacific Ocean, where the temperature is not less than 68°F. You must have read about the Laccadive and the Maldives and the Great Barrier Reef of Australia. There are many other smaller islands. Most of the corals come from these places.

Today there are many coral shops all over the world. Thousands of people are working as coral experts. Only an expert can tell us the value of a small piece of coral. A piece of coral is cut, then it is examined, after that it is shaped and polished before it is sold in the market. Coral has become as much valued as many other precious stones.

There is a superstitious belief about coral. People have worn coral for good luck through the ages. In early days, soldiers sometimes placed coral in their helmets. They thought that it would bring them luck in battle. Some people hung coral around their children's neck so that they might be free from danger. Today also you will find many people wearing rings and necklaces with coral set in them for luck or good health.

It is interesting to note that coral produced by polyps has been valued through the ages for its beauty and magical powers.

A. Comprehension :

1. Put a tick (✓) against the right answer:

Coral is _____ (i) a hard substance formed from the bones of small sea animals.

(ii) a precious stone formed from rocks.

(iii) a hard round mass formed inside the shell.

2. (a) Read the passage. In each paragraph there is one sentence that tells you what the paragraph is about. This is the key sentence and it gives the main idea of the paragraph.

Read each paragraph and pick out the key sentence. The first one has been done for you:

Para-1:

'It is one of the wonders of Nature.'

- (b) Read the passage and match the following titles with their respective paragraphs in the passage. Write the paragraph number in the brackets given:

(i) Coral a wonder of nature (para:_____)

(ii) The coral market (para:_____)

(iii) Coral in different shapes (para:_____)

(iv) The magical power of coral (para:_____)

(v) Where coral is found (para:_____)

(vi) Colours of coral (para:_____)

3. In paragraph-4 there is a description of how coral reef is formed. Read and complete the following chart:

1. Coral comes from a small sea _____



2. A polyp builds a stone-like structure _____



3. The polyp dies.



4. The stone-like structure _____ a coral reef.

Fill in the following chart with information from the passage:

Common coral	rare coral	expensive coral	different shapes	where found
red coral	_____	_____	like vases _____	Maldives _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

B. Vocabulary:

1. Match the words in 'A' with their meanings in 'B':

A	B
(i) valued	(a) idea
(ii) substance	(b) a covering to protect the head
(iii) view	(c) type of matter
(iv) discovered	(d) considered something of great worth
(v) island	(e) a line of sharp rocks at the surface of the sea
(vi) reef	(f) found
(vii) helmet	(g) a piece of land surrounded by water

2. Fill in the blanks with words given in the box below:

- (a) If you want to buy a _____ stone, you should take the advice of a jewel _____.
 - (b) To decorate the room with flowers, we need a few pretty _____ of different sizes.
 - (c) Poets like Tagore and Wordsworth have written on all the beautiful things in nature.
 - (d) Most children like fruit, _____ mangoes and bananas.
 - (e) The tiger is a _____ animal in India, but the white tiger is _____.
 - (f) We must _____ more corn and vegetables to feed the people of our country.
- rare; especially; produce; valuable; shapes; expert; vases; nature; common

C. Grammar in Use:

1. Study the following sentences:

- (a) In 1723 a French doctor discovered the polyp.
- (b) The polyp was discovered by a French doctor in 1723.

Sentence (a) gives us an example of a verb in the **Active Voice**.

Sentence (b) shows how the verb can be used in the **Passive**.

Here is another example:

(a) An expert **decides** the value of a piece of coral.

(b) The value of a piece of coral **is decided** by an expert.

Change the following sentences from Active to Passive and vice-versa:

(a) Coral has been highly valued by people in all ages.

(b) Corals build stone-like structures of various shapes.

(c) These stone-like structures form islands and reefs.

2. Study the underlined portion of the following sentence:

They thought that coral was produced by either plants or insects. The underlined portion is an example of a clause. A clause is a group of words that completes or qualifies or modifies the idea of the sentence. Find out from the passage such sentence structures. Make a list. Your teacher will help you.

3. In the lesson, the word **coral** has been used both as a **Countable Noun** and as an **Uncountable Noun**. Usually we use it as an uncountable noun but when we speak of different kinds of coral or the creatures that produce different kinds of coral, we may use it as a countable noun.

Here are examples of Uncountable Nouns and Countable Nouns:

Uncountable Noun

This is **gold**.

These bottles are full of **ink**.

Countable Noun

This is a **book**.

Those are **pens**.

Use articles **a**; **an**; and **the** where necessary in the following sentences:

(i) Glass breaks easily.

(ii) Mango is common fruit here.

(iii) Bread costs more now-a-days.

(iv) May I have glass of water?

(v) Look at chart on blackboard.

D. Writing:

A pearl is a valuable gem.

Collect the following information about the pearl.

Find out:

- (a) Where pearls are found.
- (b) How we get them.
- (c) Colour and shape.
- (d) How people value it.

Now, write a short paragraph on the pearl using the information collected.

Lesson 20

The Pond World

1. There was a rain-water pond behind our house in Dehra-doон. It was Grand-father who first showed me the pond-world. We chose a dry place in the shade of the old peepul tree and sat for an hour gazing steadily at the green layer of dirt floating on the water.

2. For the first ten minutes we saw nothing. Then a small black spot appeared in the middle of the pond ; gradually it rose higher and higher, until at last a frog's head stared at us with its great eyes. He did not know if we were friends or enemies and kept his body out of sight. A heron, who is a great enemy of the frog, might have been waiting about in search of him.

3. When he found that we were not herons, he informed his friends and neighbours, and soon several big heads and eyes appeared above the surface of the water. Throats swelled and they soon began their croaking sound of wuk! wuk! wuk!

4. In the shallow water near the tree a dark shadow was moving slowly. When we touched it with the end of a stick, thousands of black little tadpoles wriggled into life.

5. I took home a number of frogs, placed them in a large glass jar, and left them beside the window of my bedroom.

6. At about four o'clock in the morning the entire household was awakened by a loud and fearful noise. Seeing the dawn, the frogs had begun their morning song.

7. Grandmother wanted to throw the frogs, jar and all, out of the window but Grandfather who saw her stopped her at once. He gave the jar a good shaking and the frogs stayed quiet. I kept awake because I had to shake the jar whenever the frogs were about to sing.

8. In the morning I let them free in the garden.

(—From Ruskin Bond)

A. Comprehension :

1. Read paras 1-4 and make a list of what the writer and his grandfather gradually saw as they gazed at the water of the pond:
(a) a green layer of dirt floating on the water. _____ (Para-1)
(b) _____ (Para-2)
(c) _____ (Para-3)
(d) _____ (Para-4)
(e) _____

2. Fill in the blanks in the answer to each of the following questions using only **one** word:

(a) Where were the frogs kept after being taken out of the pond water?

In a _____.

(b) How did they wake up the whole family early in the morning?

By _____ aloud.

(c) How did grandfather make them quiet?

By _____ the jar.

(d) Where did the writer put the frogs finally?

In the _____.

3. Put a tick (✓) against the right answer:

(a) The pond was situated (i) in front of the house.

(ii) at the back of the house.

(iii) beside the house.

(b) The writer and his grandfather sat (i) under the peepul tree.

(ii) away from the peepul tree.

(iii) on the peepul tree.

(c) The 'black spot' that appeared on the surface of the pond-water was actually (i) a tadpole.

(ii) a heron.

(iii) a big frog.

(d) The 'dark shadow' that was moving slowly on the surface of the pond-water was (i) thousands of tadpoles.

(ii) a thick layer of dirt.

(iii) thousands of frogs.

(e) Grandmother wanted to throw the frogs "out of the window" because (i) she hated frogs.

(ii) they lay dead.

(iii) they began to sing.

B. Vocabulary:

1. (a) Find two words in the first two paragraphs that have the same meaning.
- (b) In the fourth paragraph, find a word opposite in meaning to 'deep'.
Find a phrase in the fifth paragraph which means the same as 'several'.
- (c) The word 'dusk' means the time at the end of the day when it is almost getting dark. Find a word in the lesson which is opposite in meaning to **dusk**.
2. Match the words in column 'A' with their meanings in column 'B':

A	B
gradually	came into sight / was seen
steadily	the whole of / complete
floating	slowly/by degrees / step by step
appeared	twisted from side to side while moving
swelled	to stay on water without sinking
wriggled	increased in size
entire	fixedly

3. A **Heron** is a kind of bird which has long legs and stays near water. Name two other water birds. Your teacher will help you.

C. Grammar in Use:

Some sentences from 'The Pond World' can be re-written in the Past Perfect Continuous tense as they describe an action long continuing.

1. Fill in the blanks with the correct form of the verbs in brackets:
 - (a) Grandfather and I _____ (stare) at the pond for one hour before we could see the black spot.
 - (b) The frog feared that his enemy, the heron, probably _____ (watch) for him.
 - (c) The whole household woke up as the frogs _____ (croak) very loudly.

[Note: In each instance, the verb in Past perfect continuous tense means an action preceding the other action in the past.]

e.g. In (a) above, the action denoted by 'staring' at the pond precedes the action denoted by **seeing the black spot**. Both the actions occurred in the past.

Rule: Has been waiting, have been doing, had been talking, are expressions which speak of actions continuing for some time.

Had been talking (Past Perfect Continuous) refers to the past time only.

Has been waiting (Present Perfect Continuous tense) means that the action was started some time before but it is still continuing.

2. Look at the following sentences from the lesson:

- (a) It was Grandfather who first showed me the pond.
- (b) Grandfather, who saw her, stopped her.

In the first sentence the Relative Clause tells us which person. But in the second sentence the Relative Clause does not tell us which person ; it only gives extra information about the person. The Relative Clause which tells us which person or thing (or defines a person or a thing) is called a Defining Relative Clause. Non-defining Relative Clauses are generally separated by commas.

Ex. 1. Join the following sentences with 'who' or 'which'. Put the commas where necessary.

Example: A heron might have been waiting about in search of him. A heron is a great enemy of the frog.

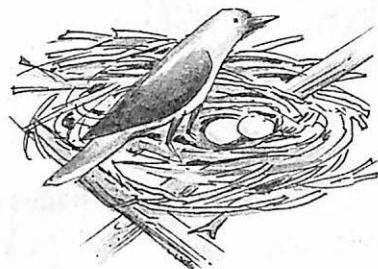
A heron, who is a great enemy of the frog, might have been waiting about in search of him.

- (a) A small black spot appeared in the middle of the pond. It was a frog's head. (use 'which').
- (b) The whole family woke up early in the morning by a loud noise. It was just the morning song of the frogs. (use 'which')
- (c) Grandfather stopped grandmother from throwing the frogs away. Grandmother was very angry. (use 'who')
- (d) I took home a humber of frogs. I placed them in a large glass jar. (use 'which')
- (e) The frogs were about to sing. I had to shake them. (use 'who')

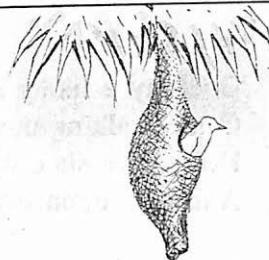
Note: When we use a dependent clause (such as the Relative Clause or the Adverb Clause) with a Main Clause, it becomes a Complex Sentence. You will learn more about the different types of sentences later on.

D. Writing:

Look at the pictures :



a crow



a weaver bird

1. Describe how a crow builds its nest:
 - how it collects bits of things from odd places.
 - steals through windows from the houses.
 - how the nest looks. (untidy, loose-knit)
2. Describe how a weaver bird builds its nest. Use the following hints:
 - (a) Male and female birds weave together.
 - (b) The nest looks like an upside down pitcher.
 - (c) It is made of straw and rough grass.
 - (d) The place where the bird lays its eggs is covered with mud.
3. Write a paragraph comparing the nests of the two birds.

Lesson 21

A Funny Man

One day a funny kind of man
Came walking down the street.
He wore a shoe upon his head,
And hats upon his feet.

He raised the shoe and smiled at me.
His manners were polite ;
But never had I seen before
Such a funny-sounding sight.

He said, "Allow me to present
Your Highness with a rose."
And taking out a currant bun
He held it to my nose.

I staggered back against the wall,
And then I answered, "Well !
I never saw a rose with such
A funny-looking smell."

He then began to sing a song,
And sat down on the ground ;
You never heard in all your life
Such a funny-feeling sound.

"My friend, why do you wear two hats
Upon your feet ?" I said.
He turned the other way about,
And hopped home on his head.

— Natalie Joan

Word Study:

staggered : moved unsteadily

currant bun : small round sweet cake with currant

manners : polite, social practices and habits

hopped : jumped on one leg

Comprehension:

1. Make a list of the funny things the funny man did.
 2. When one Englishman meets another he raises his hat. What did the funny man do?
 3. Find words that rhyme with: street; sight; smell; sound; said.
-

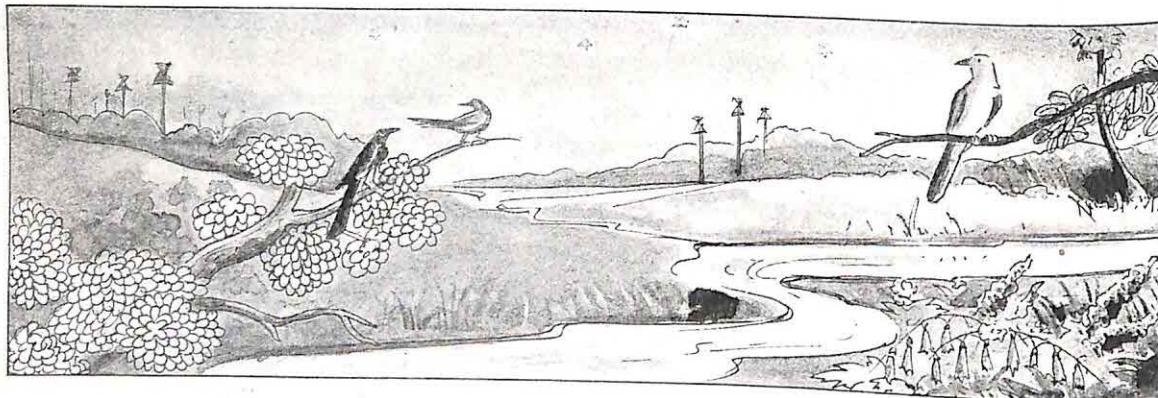
Lesson 22

A Night in June

The sun has long been set,
The stars are out by twos and threes,
The little birds are piping yet
Among the bushes and trees;

There's a cuckoo, and one or two thrushes,
And a far-off wind that rushes,
And a sound of water that gushes,
And the cuckoo's sovereign cry
Fills all the hollow of the sky.

— William Wordsworth



Word Study:

- | | |
|------------------|--|
| <i>piping</i> | : uttering or singing in a thin high voice |
| <i>thrushes</i> | : sorts of song-birds |
| <i>gushes</i> | : flows out suddenly |
| <i>sovereign</i> | : (here) powerful |
| <i>hollow</i> | : empty space |

Comprehension:

1. What are the little birds doing?
2. What other sounds does the poet hear besides the sounds of the little birds?
3. Are there cuckoos and thrushes in our country?
4. What birds are common in Bengal? Are they found all the year round?
5. Describe a night in June in your village/city.

Lesson 23

Running Through the Rain

Some are fond of sunshine;

Well—so am I,

But I like the rain, too

Falling from the sky.

For when merry April

Trips o'er hill and plain,

Isn't it delightful

Running through the rain?

Bright-eyed little blossoms,

Growing by the way,

Look up as we pass them

Laughingly to say;

"So the shower has caught you

And escape is vain!

Isn't it delightful

Running through the rain?"

"Pitter patter" softly

Drip the drops around,

While a peeping sun-beam

Gilds the scented ground.

Shelter nowhere near us!

Yet we don't complain,

For it's so delightful

Running through the rain.

— John Lea

Word Study:

<i>trips</i>	: moves with quick light steps
<i>plain</i>	: a large stretch of flat land
<i>delightful</i>	: pleasant
<i>blossoms</i>	: flowers
<i>vain</i>	: useless
<i>merry</i>	: cheerful
<i>sun-beam</i>	: sun - ray
<i>complain</i>	: grumble
<i>drip</i>	: fall

Comprehension:

1. Which stanza do you like best?
 2. Which do you like better, rain or sunshine?
 3. How do the flowers and trees look when the rain falls?
 4. How do you describe the sound of the rain in your mother-tongue? What words describe the sound here?
 5. Why is the month of April called 'merry'?
 6. Why is the fourth stanza within inverted commas? Who are speaking? What are they saying?
 7. Do you know any poem in your mother-tongue on the same topic? Recite both the poems and see which sounds the better.
-



Lesson 24

A Fable

The mountain and the squirrel
Had a quarrel;
And the former called the latter 'Little Prig'.
Bun replied,
'You are doubtless very big;
But all sorts of things and weather
Must be taken in together
To make up a year
And a sphere.
And I think it's no disgrace
If I'm not so large as you,
You are not half so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut.'



—Ralph Waldo Emerson

Word Study:

fable	: short tale, not based on fact, especially one with animals in it, and intended to give moral teaching.
prig	: conceited person (full of personal vanity and pride)
bun	: (here) squirrel
sphere	: globe representing the earth or the apparent heavens
occupy	: take up, fill
spry	: lively, quick-witted
deny	: refuse, disagree
track	: the mark left by anything that has passed along
talents	: abilities

Comprehension :

- I. *Say whether the following statements are true or false:*
1. The squirrel called the mountain conceited.
 2. The mountain was proud.
 3. The squirrel was ashamed of its smallness.
 4. The squirrel claimed that it was as big as the mountain.
 5. The mountain was not capable of doing small things.
 6. The squirrel believed that all things, big or small, have their own importance.
- II. *Answer the following questions:*
1. What did the mountain and the squirrel quarrel over?
 2. Who was called a 'Little Prig'?
 3. Which four lines suggest that everything, however small, has something to contribute to this world?
 4. Which line in the poem indicates that the squirrel was happy with its smallness?
 5. Toward the end of the poem the squirrel makes a very wise general observation. Pick out the line which indicates this.
 6. Does the squirrel acknowledge the qualities to be found in big things like the mountain? How do you know?
 7. ... 'all is well and wisely put'—What does the sentence mean? Make your choice from the sentences given below:
 - (i) Everything has been placed in this world with a definite motive.
 - (ii) All things whether big or small in this world have a mission to fulfil.
 - (iii) The squirrel has been good and wise throughout his life.
 8. *What can a squirrel do that a mountain cannot?*
- III. *Appreciation:*
1. Do you think 'A Fable' is a suitable title for this poem? Give reasons for your answer.
 2. What basic truth is revealed by the poet through this poem?
 3. Make a list of the things that a squirrel cannot do and a mountain can.
 4. Pick out examples of:
 - (i) rhyming lines
 - (ii) run-on lines, i.e., lines that run into the following one to make complete sense.
 5. Do the thoughts implied apply to human beings also?

Word List

[A]	[C]	danger	formed	insolent
ability	calmly	dearth	freeze	inspector
ablaze	candidate	deficiency	frustrated	intend
able-bodied	carefully	deformities	fuel	international
abundant	carved	delightful		
advent	cereals	demanded	[G]	[J]
advertisement	certificate	deny	gazing	jackal
ambition	charitable	desert	glossy	jatra
amphibian	cheating	designs	gobble	jar
apology	chew	desire	grasp	javelines
appetite	childhood	destitutes	grave	joints
attached	choked	digested	grip	
attacked	chopsticks	diseases	grudge	[L]
attractive	clearly	distressed	grumble	labelled
attention	clumps	drip	gushes	lantern
attentive	coaching	drums		leap
awakened	coconut	dwellers	[H]	lift
award	comfort		heron	livelihood
[B]	competitor	[E]	heroic	local
baked	concentrate	enclosure	hollow	luck
balanced	conclusion	energy	hope	[M]
bamboo	connection	enlisted	hopped	magical
bandit	containers	essential	household	machine
bear (V)	conscious	excellent	huge	maintenance
beating	constant	excited	hump	maize
behave	contractor	exiled	hung	mammals
behaviour	coral	expecting	hunger	mane
beri-beri	counter	expensive	hurry	manners
bleeding	court-house	experience		mean
blessed	copying	experiment	[I]	mental
blossoms	crawl	experts	icy	merry
body-guards	creatures		idiot	misspelt
booking	croaking	[F]	impression	model
borrowed	cruel	fable	improve	moist
breasts	cultivate	factory	incidents	multiplication
brightly	curious	fair	inconvenience	munch
broken	currant-bun	firmly	industrializa-	mysterious
bun		fishing-rods	tion	
bush	[D]	foolish	infection	[N]
	dagger	forelegs	inform	neighbour
		formal	insisted	nerves

nonsense	protective	secret	superstition	trudges
nudged	proved	separated	supporting	trouble
nun	protect	service	survive	truthful
[O]	[Q]	severely	surrounded	[U]
objects	quarters	shade	swelled	underground
oceans	queued	shadows	stung	understanding
occupy	[R]	shallow	sweepings	unfortunately
offering	railway	shelter	symbol	ungrateful
orphans	rapt	shone	[T]	units
[P]	rare	shredding	talent	unique
participate	rebuked	sieve	tadpoles	universe
peace	reefs	silly	task	unlimited
permission	refreshing	snake	tarpaulin	[V]
permit	regarded	solved	tears	vain
phrases	religious	sorrow	tent	valued
physical	rented	soothing	theory	variety
pilgrimage	repay	sovereign	territory	various
piteously	replaced	sphere	thatching	vessel
piping	reptile	spit	thirst	vitamins
pious	report	splendid	thorny	[W]
plain	reserved	sprang	thoughtless	watermelon
platform	residence	sprawl	throat	waves
playmate	response	sprouts	thrown	weaponry
pleasant	retire	spy	thrushes	wheel
plucked	rickets	staggered	tiffin	wicked
polished	rope	stagnant	tiredness	wiped
polyps	roughly	standard	town	windmill
pond	roughness	stared	track	winged
poverty	roused	steadily	tram	world
power	runners	stilts	transferred	worn
practice	rushing	stretch	trap	wounded
preparing	[S]	structure	traveller	wretched
prevent	sails	storm	trays	wriggled
prig	sand-dunes	stubborn	traffic	[Y]
primary	scales	stumbled	trainee	yolks
print	scent	stripes	trials	[Z]
problem	scholarships	stumbling	tribal	zamindar
processed	scraps	successful	trip (V)	
progress	scurvy	substance	trips (N)	
properly	seas	suggest		
		sugarcane		



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